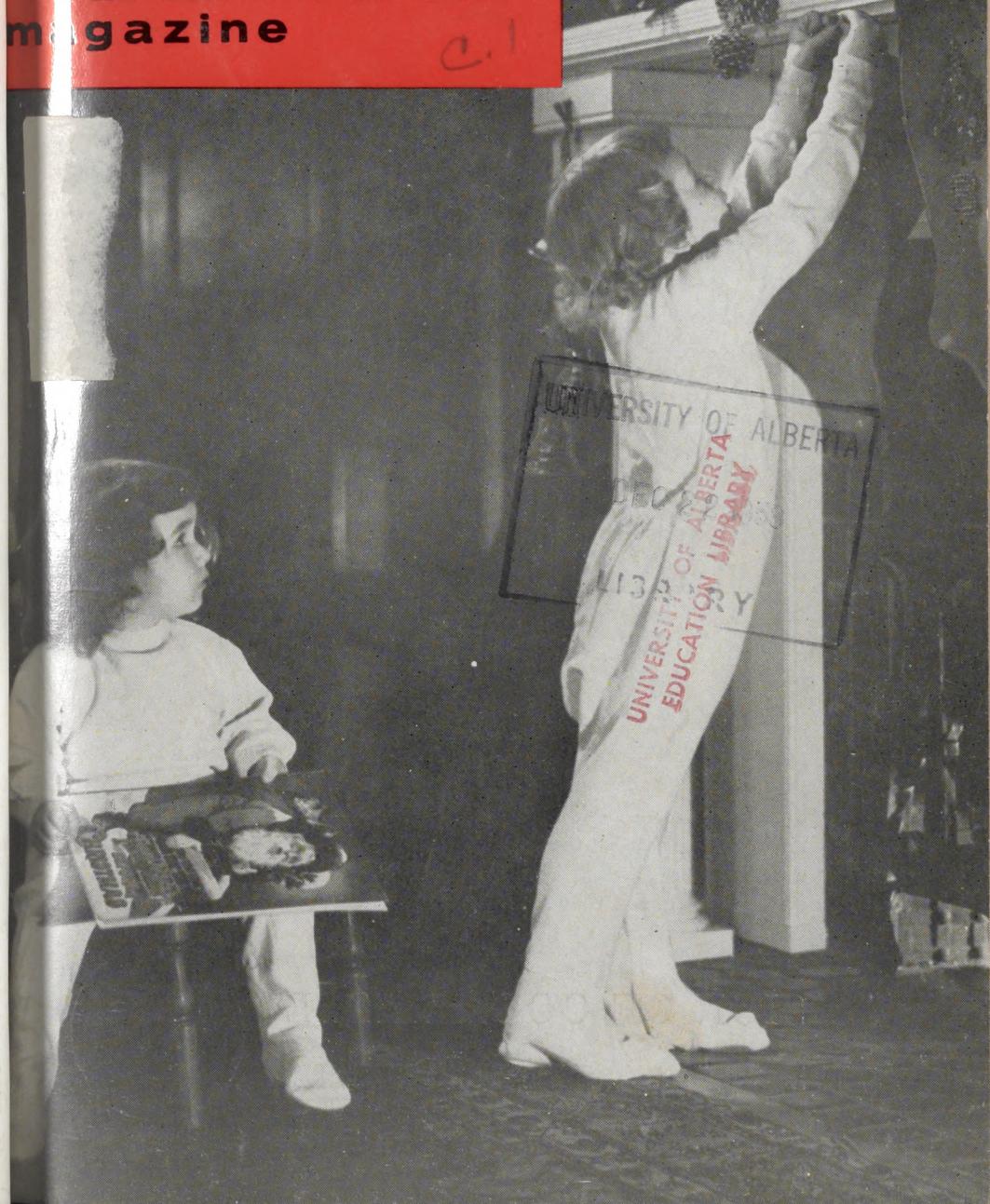


DECEMBER, 1958

ATA magazine





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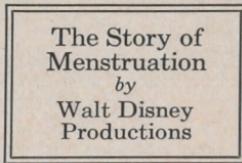
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is a
young lady
now



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THE ATA MAGAZINE

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The ATA Magazine is the official organ of The Alberta Teachers' Association. It is published on the twentieth of each month, except July and August. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions, per year: members \$1.50, others \$2. single copy 25¢.

Member of the Educational Press of America. Affiliated with the Canadian Teachers' Federation. Manuscripts, photographs, and drawings on educational subjects are invited, but the publisher assumes no responsibility for return or compensation. Opinions of writers are not necessarily those of The Alberta Teachers' Association. All correspondence should be addressed to the editor.

Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.



**the ATA
magazine**

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There's a Difference

Probably the biggest problem in training for life is to learn how to get along with people. The problem is common to all of us and begins long before we are conscious that we have such troubles. It stays with us in some degree to the day we die.

Most people learn to get along with other people in one way or another, some rather graciously, and others simply because they have to. For many, the business of getting along presents no apparent problem until they are confronted with the relationship between employer and employee, between principal and teacher, between school board and teacher, or between teacher and student. The boss-worker complex tests our ability to get along with people as no other situation can.

For the person in authority there may be no problem at all. He may be of the school which holds that management calls the tune and the employee does the dance—a neat and tidy concept that knows no frustrations and will develop few ulcers.

And then there is the fellow who thinks that we are all one happy family. His door is always open and he assures all and sundry that, if they have any troubles, however small, "just bring them to me".

The fellow who tries to be sensitive to the fact that his job is to make people who work under him feel secure, know that a good job will be recognized, and know that their opinions will be sought, is a rare commodity. He is the type of executive that everybody wants—business, industry, government, and education. His success is difficult to analyze because it is the complex compounding of education, experience, and a

subtle understanding of that esoteric term "human relations".

The old saw "familiarity breeds contempt" has a truth that all of us must recognize, except the fellow who thinks that all he has to do to succeed is to pat everybody high up on the back. He who lives in such a dream world is likely to be as unsuccessful as the fellow who believes that the way to get things done is to rule with the iron hand.

No more miserable person exists than the one who must work without understanding. To be satisfied with your job, you must know the system within which you do your work. If it's militaristic, you may not like it and you probably will not do as well as you could, but, if you know that yours is but to do or die, yours is not to question why, you will be much happier. If you work for the free and easy type, you will probably never know very certainly where you stand, and you will likely be just as casual in the performance of your appointed tasks. All that you will ever understand is that there is a happy state of disorganization around you.

But if you work under the fellow who tries to know you, your strengths and your weaknesses; if you work for a fellow who tries to make it possible for you to do the best job you can do, count your blessings and try to learn to be like him.

He has learned that the key to getting along with people is to respect them for what they are. He has learned that his basic function is to make it possible for those under him to do the job they want to do. He has learned that no person ever grows too old to warm to recognition. He has learned to seek the advice and the opinions of others. He has learned that people who work under him expect him to exercise authority when it is necessary. He has learned how to get along with people.

How many and what

Extra-Class

L. E. VREDEVOE

THE recognition of the need for extra-class activities is generally accepted. It would be difficult to find an administrator or teacher today who would question the need of an activity program for senior high school students as well as for those on elementary and junior high levels. One cannot study the programs of education for adolescents in Greek, Roman, or other periods of history without finding evidence of some type of extra-class activities. If they were not of an athletic nature, they provided opportunity in forensics, theatre arts, music, or some other forms. The degree of emphasis upon extra-class activities has varied from time to time. Greatest emphasis in this country upon this phase of the program of the school came after the first world war. Curtailment was necessary and evident during World War II and since 1950, certain trends in our senior high schools have raised the question relative to what activities should be included.

The factors which make this question an important one at this time would include size, personnel, and educational, and social trends. Time permits only a brief mention of each of these in this discussion.

The reorganization of high school districts and increases in population have resulted in larger senior high schools of both the four- and three-year types. Although this change made it possible to offer more opportunities to students, it also increased problems relative to extra-

class activities. Larger units meant either greater density of population in the original district, or longer distances of travel to and from school. In turn, problems of transportation have resulted in planning for fewer activities before or after school. Increased size has also made personal leadership and supervision by administrators more difficult. It has increased the problems of communication between all persons and particularly between students involved. Although some schools have increased the number of activities, the increase has not been in proportion to that of enrolments. It is true that larger units make it possible to offer some activities which could not be offered in the smaller units, but most of the teachers and administrators interviewed believe that problems increase with the larger units, because of transportation, communication, and increased problems of administration and supervision. There is definitely a tendency to decrease the number in proportion to the enrolment. Instead of increasing the number as schools become larger, there are fewer of certain types than previously.

The personnel factor has had a definite influence in the extra-class activities as observed in the schools visited and personnel interviewed. The two chief reasons are easily identified as shortage of qualified teachers and change of attitude toward teaching load. The major problem in many schools is to find sufficient qualified personnel for classroom instruction. This was not so acute before

Activities for our senior high school students?

1953 because the senior high school enrollment did not reflect either the increase in birth rate or return of veterans. The Korean war also drew many teacher and students from the senior grades. The problem is now acute in many areas and will be one of major concern for some time to come. In addition to the problem created by the shortage of qualified personnel is the change of attitude on the part of the staff members. The increased emphasis upon salary and hours which has affected all organized groups has had an effect upon those in the teaching profession as well as in other fields of endeavors. It has become increasingly difficult to motivate some teachers to do extra work when most of our salary schedules are based upon the number of units one has acquired, and the years he has taught. Quality and quantity are ignored in the specifications found in many salary schedules. It is quite impossible to reward those who are willing to give extra services other than by the professional satisfaction which comes to the dedicated teacher. In addition to the influence of attitude toward teacher's load, the emphasis upon subject matter and grades by the general public has made some teachers feel that extra-class activities were considered of second importance, if not of questionable value. This has not resulted in improving the attitude of teachers toward the extra work and effort required for such activities. At the same time youth delinquency increases and will continue to do so.

While the size of senior high schools with their increased problems of transportation, communication, and lack of time, and the personnel factors have made it more difficult to develop and maintain an extra-class program, the social and educational pattern and trends have placed greater emphasis upon this need. Research into the causes of failures of high school and college graduates has clearly revealed that lack of leadership or ability to get along with people has been the chief factor in the majority of cases. It is not to be construed that the ability to get along with people or leadership is all that is needed to succeed. Competence in skills or scholarship is essential, but failure to be able to use these in a world crowded with people because of the lack of social competence may result in failure. It is important to have something to get along with, and to be able to get along with other people, if one is to be successful today, either as a plumber, doctor, engineer, or gas station attendant. Extra-class activities provide a laboratory for the individual to develop and demonstrate these abilities. Employers, directors of admission, and administrators are looking for both the academic and the activity record of superior quality. The extra-class activities which are so related to the academic program that they serve as a motivating force for greater achievement are essential in the lives of senior high school students. Through the extra-class activities, special interests, talents, and apti-

Teachers will recall that Dr. Vredevoe was guest speaker at 1958 fall conventions for Coronation, Hanna, and Southeastern Alberta. He is professor of education at the University of California, Los Angeles.

tudes can be further developed. The need for stimulation of high school students to use and develop their talents and interests was never greater than at present.

This can also be said about the need to provide the senior high school student with wholesome activities to help him satisfy the search for identification, peer group association, adventure, fun, feeling of worth, and other social drives of the adolescent. Some of our big high schools are becoming pretty lonely places for certain students, and are developing into breeding places of undesirable cliques, gangs, and clubs because of the failure on the part of the school to provide a positive program. Interviews with students reveal that labor laws, which make it impossible for a larger number to get part-time work, the increasing number of homes in which conditions make it attractive to stay away, the prohibitive costs of some recreation, and failure of the school to be alert as to what is happening, has resulted in the organization of undesirable gangs, groups and activities. One school which has dropped many activities because of problems of time and personnel, has unintentionally permitted the growth of vicious gangs and activities that would frighten any parent. Students are either in or out and, as one said, you had better be in for protection. Another school, which was an example of freedom from fraternities and sororities, has now permitted because of its lack of alertness the development of secret clubs and groups more vicious than anything which has ever existed according to students and parents. The sad part is the failure of the school to recognize what is happening. It was interesting to talk with one administrator who informed us,

when asked about the lack of activities, that they (faculty and administrator) had decided that they would devote all their time to their classes and, outside of athletics and a selected group of music and forensic activities, let the community take the responsibility.

In contrast to these examples, several schools could be cited for their greater emphasis upon extra-class activities. Some of the boards of education have given support in providing personnel for direction and supervision. This part of the program has served to enrich the regular classroom. Science clubs, mathematic groups, debating societies, hobby clubs, and travel groups are some of the activities which are witnessing more interest on the part of students in some schools. Educationally and socially the need was never greater than now.

The type of activities should be determined by the interest and need of the particular school population. They should represent a comprehensive range of interests. Each faculty should examine its program to determine if certain areas have been stressed at the expense of others. The following check list could well serve as a measurement relative to the types which should be included in any program.

- ✓ Student government — home room, student council, advisory boards
- ✓ Publications—school paper, literary works of students, etc.
- ✓ Subject areas — science, language, social studies, etc.
- ✓ Athletic—sports; intramural and interscholastic
- ✓ Music—special talent, both vocal and instrumental
- ✓ Art—special talent and interest
- ✓ Social—parties, clubs, hobby groups
- ✓ Forensic—speech and literary clubs
- ✓ Dramatic—play and production groups
- ✓ Honor clubs and societies

(Continued on Page 44)

The mechanical aspects are necessary

Language

The author, A. Griffiths, is head of the English department in a large bilateral school in England. His article appeared in the November 7 issue of *The Schoolmaster*.

GRAMMAR! The word conjures up not only long hours of parsing as a boy, but equally long hours spent listening to discussions as to whether or not English teachers should concern themselves with "formal grammar". No one, I suppose, believes that grammar must be taught as a self-sufficient discipline, just as no one believes it possible to teach English without using some grammatical terms. The problem lies in determining to what extent a knowledge of grammar is useful to our pupils; how will it help Tom Smith or Mary Brown to understand, write, or speak English better?

Grammar is useful in that it provides a vocabulary which enables us to speak about language and the relations between words; just as we need a special vocabulary in dealing with sports or technical matters (football or bicycles, if you like), so we need a special vocabulary for language. This is a point worth stressing when teaching the elementary, basic grammar which I believe is necessary, and which includes the parts of speech, the subject-verb-object relationship, the rules of concord, and some notion of tense.

These points must be taught in the orthodox manner, including the use of examples, blackboard and oral work, exercises, and occasional short tests. Examples should be simple and unambiguous, and the definition or rule should

follow and not precede adequate discussion of these examples. The functional aspect of grammar should always be stressed—the fact that it is what a word does that determines what it is. In dealing with the verb, for example, one starts by examining a series of simple sentences so as to isolate the word which expresses action, then one points out that sentences require such words, which are called verbs.

It all sounds rather pedestrian, yet later one will want to show that verb and subject must agree, that groups of words without a (finite) verb are not sentences, and that good narrative writing needs good, active verbs. Grammar lessons have the reputation of being dull, but, provided it is not overdone, children in the junior forms seem quite happy at this sort of work. Of course, if the teacher himself is bored, he can hardly blame his pupils for catching the same highly infectious disease.

English teachers are plagued by the frequency, in children's speech and writing, of those common confusions such as "did" and "done", "lie" and "lay", and, in written work, "of" and "off", "there", "their". These mistakes are all the more infuriating since children make them either by habit or by carelessness; they know the difference between "there" and "their" but casually use the wrong word. The only answer seems to be unremitting attention to these mistakes as they

crop up. Faith helps, too; the frequency of these mistakes declines as time goes by.

Something more positive, however, can be done about sentence construction. The sentence is much more the unit of communication than the word, and time and effort are well spent in improving children's sense of sentence structure. We all know the type of writing which breathlessly meanders on; those huge, shapeless gobblets of words spattered here and there with "and then", "or", and "so". It is a good plan to read one of these pieces aloud and ask the class for comments; it is at least a start in making one's pupils sentence conscious.

The worst offenders need individual attention, but meanwhile one can begin by demonstrating to the class how to join simple sentences by means of the conjunctions "and" and "but". Then one goes on to linkage by means of adverbs (time, place, and cause), by means of pronouns (who, whom, which, that) and by means of present and past participles. This program is sufficient for the first year's work, and will certainly need extension and revision in the second and third year, since English teaching is concentric rather than linear; i.e., much the same ground is covered each year, but more maturely and thoroughly in the later years.

This kind of work is of necessity slow, but it does appear to produce results, so that at the end of the first year children are handling complex sentences, on the whole confidently and correctly. After the initial explanations, further examples may be collected from the children's own writing for discussion, analysis, and eventual rectification; more interesting problems and results are obtained in this way than by using textbook examples.

Work on punctuation fits in naturally with sentence construction, especially the use of the comma (by far the most troublesome stop) in separating phrases, or dependent clauses from the main clause. Quotation marks often cause difficulties; when teaching their use in dialogue it is useful if children write, in

pairs, actual conversations between themselves, when quotes are seen to have real relevance to what is spoken and written.

A good deal of teaching time is spent trying to improve children's vocabularies by the collection of the arbitrary lists of words often grouped according to topic or function; by dictionary work and those word-building exercises involving suffixes and prefixes; and by intensive comprehension exercises. In moderation, work of this type has some value, but it tackles the problem from the wrong end. A vocabulary is best acquired as the result of the need to understand and to communicate; children who read sufficiently and have a stimulating program of speaking and writing will acquire the vocabulary they need for their purposes. Whatever formal vocabulary work is done should be linked with whatever reading and writing is going on; passages for comprehension, (which, if done orally, may be quite severe) should be set from the book being studied at the moment, which should also be the source of whatever lists of useful, strange, or interesting words are collected.

Similarly it is a good plan occasionally, before embarking upon a piece of writing, to draw upon the collective vocabulary of the class by compiling a black-board list of the words suggested as suitable for the task in hand.

Complaints about the alleged low standard of spelling possessed by school-leavers are both frequent and acid. Personally, I suspect that most of the comments are based on nothing more substantial than a roseate memory of the good old times. In the absence of statistics to prove the case either way, I believe that children's spelling is no worse, and may well be better, than it was in those days of cane-and-drill for which our traditionalists so yearn. But, given the chaotic spelling which characterizes the English language, teachers must do their best to maintain a decent standard by constant attention to the problem.

(Continued on Page 20)

Alberta Committee for Canadian Conference on Education

The Canadian Conference on Education, held in Ottawa last February, was the first national conference on education in our nation's history to bring together laymen and educators in such large numbers. Over 850 delegates, representing 35 organizations from all provinces, met for four days to discuss educational problems. Alberta was represented by 35 delegates from several different organizations.

One of the 31 resolutions passed by the conference established a continuing organization charged with at least three important responsibilities: to press for the implementation of the resolutions passed by the conference, to work on a program of education needs, and to prepare for another national conference.

Over fifty organizations are participating in the continuing national committee of the Canadian Conference on Education. Miss Caroline Robins (a past president of the Canadian Teachers' Federation) has been appointed full-time executive secretary, and an executive committee of 14 persons has been named to conduct the business. The executive committee is encouraging the formation of provincial committees because of the provincial nature of education in Canada.

Max Swerdlow, chairman of the national committee, met with members of the Alberta Advisory Committee on September 15 in Edmonton and in Calgary on September 19 to explain the position of the national organization regarding the establishment of provincial committees. As a result, the Alberta Advisory Committee was directed to call a meeting to organize a permanent Alberta committee. The meeting was held at Red Deer on November 8, and a provincial committee

was organized, a constitution approved, and an executive elected.

The responsibilities of the Alberta committee will be—

- to press for implementation of the resolutions passed at the Canadian Conference last February
- to work on a program of educational needs
- to prepare for another Canadian Conference in 1961
- to serve as a media of communication between the various organizations and people interested in education.

Membership in the Alberta Committee for the Canadian Conference on Education is open to any organization, corporation, or individual wishing to participate. The membership fee for 1959 is \$10 per person.

D. R. B. McArthur, of the Education Committee, Calgary Chamber of Commerce, is president of the Alberta Committee; James R. McFall, Alberta Federation of Agriculture, is vice-president; and E. J. Ingram, The Alberta Teachers' Association, is secretary-treasurer. Past president is C. R. Compston, Canadian Manufacturers' Association. The directors are: Mrs. C. T. Armstrong of the Alberta Federation of Agriculture; Mrs. R. V. McCullough and Mrs. D. A. Hansen, The Alberta Federation of Home and School Associations, Incorporated; Dr. T. C. Byrne, Department of Education; Dr. H. T. Coutts, Faculty of Education; R. Scott, Alberta Federation of Labour, Canadian Labour Congress; and J. H. Thorogood, Alberta School Trustees' Association.

In a lighter vein—

Putting "Science"

THERE is tumult in the educational world. In Indianapolis, courses have been organized from kindergarten aquarium study to high school astroscience, and the eighth-graders are studying wired rabbits to learn the effects of drugs on body temperatures. In New York City, the mayor advocates the lowering of the compulsory attendance age, and policemen patrol the school corridors in order to jettison the non-scientific, while the state superintendent of education declares that nothing is wrong that \$250,000,000 and a new set of science textbooks can't fix up in a hurry. In Savannah, Georgia, seven new curriculum science committees have been established, while in Sugartown, the school superintendent (that's me) has been counted down, pressurized, and hurled into a new orbit with unexpected speed. Time, space, and frustration stagger on.

It is not the purpose of this tirade to examine the effects of all this 'sputnikery'. Such surveys are presently being undertaken by many more competent, and incompetent, explorers than has ever before been the case in the history of education. In the rush to get on the science bandwagon, however, some interesting bypaths ought to be studied and, perhaps, widened. The most important is probably the public relations program.

The scientizing of the curriculum will be mandated by state education departments, teachers' colleges, politicians, and orators. The scientizing of teachers will be streamlined by state certifiers and messed around by interested foundations. The scientizing of school administrators has already been begun by popular

magazines in search of dirt and larger circulation. As the school superintendent sadly picks up the broken pieces of his curriculum, there is not much left for him to scientize. He must realize, however, that somewhere, somehow, in all this pother, his public relations program failed and it now becomes necessary to put it under a new and powerful microscope.

In the afterglow of Sputnik, let us examine the public relations program to see what happened and what can be done about it. Future educational history will reveal that in the fall of 1957, the average school administrator thought he was doing well, optimistic fellow that he always is.

True, in the janitor's broom closet, the pupils were stacked in piles awaiting future disposition until new buildings could be erected.

True, too, the anemia of the budget showed little improvement, the temperature of the PTA was rising appreciably, and the football team had broken another bone or two. These expected developments were neither new nor surprising nor did the superintendent feel undue alarm. He was sure that he had published the facts wisely and that the state of the schools was common knowledge. The catastrophes were not serious, because he felt the public was well aware of them and anxious to help.

Thus, as Soviet satellites circled the earth, trust and confidence of the public in their schools began to fall. The school superintendent quickly found himself in the position of a 1929 banker on the verge of depression. Public suspicion

Into Public Relations

This is gentle spoofing by Frederick "Chalk Dust" Moffitt and is reprinted from *The Nation's Schools* for April, 1958.

clowned him and all his works. Evidently his past appeals, warnings, admonitions and "I told you so's" had fallen on deaf ears. He had not been able to communicate. Whether the failure of the public to understand was due to too little leg room or too much chrome; whether it was the result of lethargy, complacence, progressive education, the educational lag, the monthly rising cost of living index, or the kitchen sink — we can say? The fact remains that the school superintendent was 'sputniked' so far it shouldn't happen to a dog, and public relations hit a new low.

Thus, the time has come to take a bold new look at all of the interpretive techniques, to make use of the new technologies, inventions, ideas, and gimmicks that have not only revised the course of communication in American life but have built Madison Avenue into a synonym for progress-of-a-kind, salesmanship-of-a-sort, and ulcers-of-a-tummy. It is obvious that the former hit-and-miss, guess-or-gosh method of informing the public and interpreting the school is completely out of date. The quicker we scientize our public relations the better.

However, to combine public relations with science may take a bit of doing. The dodos, of course, will protest that it can't be done. They will say that public relations is an art and not a science, that it is an art like unto the cultivation of beautiful rosies, of knowing how to control the bugs, of understanding when

to pluck and when to prune, when to spray and when to fertilize. They will claim it is an art such as fishing for the wily brook trout with the proper bait, hook, line, and sinker, and that it is impossible to use science in such a process. The cold waves under which the schools shiver in the climate of public opinion, however, leave the superintendent no alternative. He must scientize or perish.

In recent years the physical world has been changed by a simple scientific and mathematical formula: $E=MC^2$. Is it not possible to construct a similar formula which will set forth the law of public school relations and thus release the hapless school administrator from his ancient duplicating machines and his irate notes to parents? Such a formula might well rank with the Einstein discovery and probably do a lot less damage.

As a result of considerable ponder, overattention to doctoral dissertations, and too much concern about a clamorous public, just such a formula for public school relations has been discovered and is revealed herewith:

$$PR = \frac{SP}{MR} \times ESP.$$

In this formula, PR stands for the Program of school interpretation, SP is the new science of Subliminal Perception, while MR can be interpreted as

Motivational Research, multiplied by ESP which is Extrasensory Perception increased by .2 or what is vulgarly referred to as a fifth. For the sake of the average non-scientific school superintendent, the symbols will need considerable explanation, simplification and adaptation, but such processes have always been necessary for any public relations program to have a chance of success.

The recent discovery of SP is variously referred to as the phantom plug, the secret sell, or the painless approach. The discovery of SP was made by one of the great American advertising agencies just a few months ago. In its present crude conception, it puts ideas painlessly but surely inside the receiver's skull by flashing commercials on movie or TV screens so fast that the viewer isn't even aware of seeing them.

The SP communication enters the subconscious mind "below the threshold" and is accepted as a fact without the usual parental argument that takes place when a C student receives an A mark for a B effort. At this point the reader is sure to be reasonably confused, but that is not an unusual situation either in school administration or in public relations.

Of course, there are many objections to SP, but school executives cannot afford to be too finicky at the moment, and a careful adaptation to present-day necessities may clear up any popular misconceptions of the process. In making such adaptations to his interpretive program, the school administrator must keep in mind the higher purposes he is serving and avoid the depths to which Soviet scientists have fallen. It is reported that these disagreeable fellows have perfected an audio type of subliminal perception method using high frequency sounds which are not consciously heard but nevertheless penetrate the subconscious. Such a device would make for less painful brainwashing. Any public relations program, however, that attempts brainwashing as an objective is a revolting development (although it may be said parenthetically that some misconceived

programs in the past have seemed to sponsor just such a nasty process).

A more civilized adaptation of SP to the public relations program will be somewhat difficult, and the eager interpreter should rule out the movies and TV before he starts. These great publicity channels have their hands full of popcorn and revolvers ("stick and carrot" interpretation), and their future usefulness is a matter of some question.

However, it is easy to see the fundamental psychological implications that subliminal perception can open up. Public school relations in the past has too often tried to exploit unintelligible report cards, adolescent yearbooks, complicated budget reports, pompous annual state-of-the-school messages, smudged duplicating machines, zealous but unled PTA groups, and the unimportant ahem-ahem speech at Rotary. These worthy avenues have too often been strangled with the pedagogical platitude, the trivial, the nonessential, and the unnecessary. Properly adapted, SP might well bring new elements to the program, inasmuch as—

Any public relations program must be modern, up to the minute, speedy, and as painless as possible in a painful world. It must have high frequency. It must be continuous, yet careful timing is of the essence and a relaxing approach is important.

The second esoteric element for this scientific formula to improve public and school relationships is MR, that is,



Motivational Research. For purposes of this article, MR is defined as the latest scientific method to persuade an Id to cuddle up to an Ad. MR is not new in the history of education. It began with Ichabod Crane, who socialized with his public and attended all community frolics. Unfortunately, Ichabod received a bad press and could not follow up his initial togetherness. Within recent years, MR has been rediscovered and is in great demand commercially.

The vast implications of MR were first realized by Professor George Gallup. Advertising men exploited the idea by the use of newly discovered techniques of psychiatry and minding other people's business. However distasteful this may be to school administrators, they cannot fail to recognize the values of the scientific technique. The advertising experts began early to use MR to investigate the mind of the consumer and to discover what he thought he wanted. By scientific interviews, bell ringing, door banging, street walking, and similar methods they have been able to explore the consumer's Id, discover his hidden passions and prejudices, and thereby formulate a campaign to manipulate him. In a word, MR is a sort of a mass psychoanalysis.

Early results of MR were sometimes appalling, as are present-day results for that matter. Through MR such obnoxious human traits have been discovered as laziness, sex, calorie-consciousness, and fish-tailed mobiles. All these discoveries have considerable bearing on the school curriculum but they should, of course, be ignored by the eager educational interpreter. The importance of MR to school interpretation is that through a more scientific approach it reveals what people are thinking, what they want, what they are willing to do, and how much more they can take.

As with the other elements of the formula, MR should be adapted for the public relations program with a great deal of caution and prayer. The agencies for successful adaptation are readily at hand and, oftener than not, are completely voluntary and without cost. MR

investigations are willingly carried on by PTA's, citizens' committees, pupils, teachers, bus drivers, janitors, self-appointed censors, wives, and children. The MR processes can be enhanced by opinion polls, discussion meetings, and lodge suppers. They can be encouraged by publication of a budget which aims to reveal rather than conceal, an annual meeting not dominated by a palace guard, a school building without fences around it, and an open mind and an understanding heart.

Formal surveys may speed the process, but caution is indicated. Preliminary MR surveys should be made before any outside surveyors are called in. The recent incident of a state university president who employed educational experts for a survey resulted in a president without a university. Somewhere along the line the MR processes were dammed and so was the college president. This incident, of course, is not at all an unusual development even among school administrators.

Properly handled, the technique of motivational research is a vital part of the public relations program. It is possible that the more squeamish school administrator will wish to substitute pure research for the motivational kind. The formula offers no objection to such a procedure. In any school interpretive program, some sort of research is vital and, through the astute use of MR, the school administrator undoubtedly may be helped to keep his ear to the ground, his eye to the future, his head above the waves, and his nose to the grindstone. The average superintendent will realize that these objectives are not cliches by any means but often become a matter of stark survival. MR should not, however, be used to approve a soft, timid course of action or an excuse for appeasement. Science has recently revealed that knowledge is power and, fundamentally, MR is the gathering of knowledge even though it may never be used.

Insofar as the public school relations program is concerned, the wise and care-

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Business Education and

C. M. HOLLINGSWORTH

In the past year or two, there has been an increasing amount of talk and a growing number of articles about a subject of great interest—automation. Normally, this interest in automation should be a source of satisfaction to business educators; however, it appears that the term is more formidable and frightening to most than it is challenging and, as a result, all too many have looked upon electronics in business either as something quite foreign to the field of business training or as something so specialized as to apply only to the upper echelons of big business.

There is no question that automation is our goal. And by automation we mean the building and organizing of a machine system for the entire operation of a business, from the processing of an original incoming document through both production and sales control stages, and finally to the automatic creation of outgoing documents.

We know that the office of 1965 will be highly mechanized. Developments in office electronics are so sensational that they bewilder the office manager and top executives. Dr. Charles Joliffee, vice-president of RCA, states: "Electronic devices can hear, see, feel, measure, and control; sort, count, compute, and calculate. They can memorize fact and information and, upon demand, recall them for useful purposes."

Howard Coughlin, president of the Office Employees International Union has this to say: "Tomorrow's office will contain a fleet of machines, attended by

three or four people, with the machines doing nearly all the paper work. Stenographers, typists, stock clerks, filing clerks, and bookkeepers, as we know them today, will slowly and surely disappear." Already we have perfected telephones that dictate directly to typewriters; vast libraries can be compressed into small microfilm units; the touch of a button will deliver replicas of filed documents. The desk blotter will probably be replaced by a glass screen upon which will be projected microfilmed material, printed instructions, and other images, some from great distances. Tomorrow's secretary or switchboard operator will not even have to bother to dial a telephone number; the touch of a single button will activate an automatic dialing device for local or long distance calls. These phones will no doubt answer calls themselves, take and deliver tape-recorded messages, activate and inactivate machinery, and perform a variety of other functions.

ERMA (Electronic Recording Machine Accounting) is a 25-ton bank clerk. Erma has a brain and nerve system made of the equivalent of 17,000 radio tubes, and a million feet of electric wire. She can sort cheques by reading magnetized numbers, can credit individual accounts with deposits and subtract withdrawals. She can accept stop payments and hold orders, catch impending overdrafts, and keep customers' balances always available. A few years ago our students watched those amazingly efficient punch-card systems with stark astonishment.

Automation

This article is adapted from an address given in November by Mr. Hollingsworth, vice-principal at Victoria Composite High School, to the Edmonton Business Education Teachers' Association.

Those who should know, tell us that these punch-card wizards are practically obsolete now—they are too slow.

We should pause here and shed a tear or two for the lucky office manager who now has a pretty, personable, efficient secretary. We can imagine that by 11 a.m. she has probably already reminded him a few minutes ahead of time of all the deadlines that are coming up today, of letters that must make the 11:30 pick-up. She made dictation easy by neatly placing on his desk all the necessary files. She got the personnel together for two committee meetings, cut three stencils, and took care of all the routine items in the day's mail, referring only those special items for his personal attention. Oh yes, and she recalled for him that his wife's birthday is tomorrow! The time may come, says Howard Coughlin, when this fine secretary will have to move out to make room for an ERMA machine.

Electronic computing systems can justify their existence only if they save manpower, energy, time, and money. Data processing machines qualify on every count! These machines are not designed to confuse or confound—they are designed to simplify. As a matter of fact, no machine, no invention, no informative article or magazine or book or speech is worth its conception (or worth the listening) unless it contributes something to the simplification of a world that is fast becoming too complex.

Here is an example of such saving and simplification. General Electric reports that its UNIVAC system turns

out a payroll for 12,000 employees in six hours each week and effected a half-million dollar saving for the company in its first year of operation. And the machine is available for numerous other processing chores the rest of the week.

We must not get the idea that data processing machines come in but one style—large and expensive. Computer service centres are available in almost every metropolitan area to provide a more limited service to those who are not in a position to purchase or lease their own equipment. They are in a sense, data processing laundries, where the tired, bewildered, and befuddled businessman can take his mixed-up facts and figures and pick them up a day or so later, neatly bundled, ready for immediate use! For example, the whole process of preparing the reports for all high school students in Edmonton, school by school, even to computing and recording the marks and averages on the cards, could be done in a very few hours by an ERMA machine. And don't think for a moment that this same fantastic idea is so far off in the future. You'll be hearing of this before you think.

Ours is the age of paper. Never before, in the entire history of man, have so many depended on so much flow of paper between people, between executives, and between governments. The need grows more pressing each day. It is estimated that Canada and the United States will require 40 percent more goods and services—with only 14 percent more people in the labor force—by 1965. This

challenges our industrial machine to increase its productivity, reduce the cost of goods, and strengthen the purchasing power of citizens. At the same time, we must call upon machines to help us take the danger, dullness, and drudgery out of the job and give people more satisfying work to do at higher pay. The office of 1965 will be a production-line office. Because of the additional services assumed, office costs have risen more rapidly than have factory costs, and the office manager is already under fire from the efficiency experts. It can be expected that production-line techniques in offices will be enlarged to secure greater economies and more efficiency. Office atmosphere and appearance will be greatly changed. The conveniences that managers of the modern office brag about today will then be commonplace. Every possible opportunity for efficiency will be investigated.

Originally it was believed that only engineers, physicists, or mathematicians were capable of programming these complex machines. Later, it was decided that bright, young college graduates, regardless of their academic background, could be taught programming. And finally, it was discovered that it is much easier to teach programming to someone who knows the principles or fundamentals of the business than it is to teach the experienced programmer from an outside firm. A new profession is in the making—the experienced electronic programmer, for which there will be an insatiable demand for many years to come. Even today the programmer commands a salary between 25 and 40 percent higher than he would rate in any other position, considering his general company background and seniority.

At this point, we have no choice but to face the question with which we must be primarily concerned: what does all of this mean to business education? Naturally, there is no single answer, but the following thoughts are suggested.

■ Electronic computers will not put people out of work. It is thought that automation will save and create vastly

more jobs, companies, and industries, than it will eliminate. There will be new and better jobs. Students will be staying in school longer to prepare for these jobs, and others will be retiring sooner to take advantage of all the wonderful new opportunities of recreation, do-it-yourself projects, and electronic entertainment devices. We see then that the qualifications, functions, and preparation of the employees will be affected most. The office accountant may become an electronic control technician, with some of his old skills growing obsolete, and with some new skills to be learned. But the fundamental principles of bookkeeping will be even more important than ever in the processing operation.

■ Experience has shown, in the industries making widespread use of automation, that there is little room for the unskilled, and only limited room for even the semi-skilled, worker. It will be necessary to upgrade these categories to the highly skilled and knowledgeable technician levels. There will be an increasing demand for engineers, electronic experts, electricians, mechanics, servicemen, pipe fitters, tool makers, and similar skills. More people for managerial positions, the professions, and sales positions, will be needed than ever before. Occupations connected with travel, vacations, recreation, entertainment, and other leisure time activities are even now growing about twice as fast as the population.

■ It is almost a certainty that the biggest reduction in the next few years will be in routine office jobs. Machines will take over the routine paper work on payrolls, sales accounting, and ordering. There will be an increased demand for accountants but the standard of education required of them will be higher.

■ Typing for electronics will require a new kind of typist and a different kind of training, with a clear emphasis on accuracy—and little need for much of what we have been teaching in typewriting.

■ There will be a growing need for

The following acknowledgements are made by Mr. Hollingsworth — The School Guidance Worker, October and December, 1956 and October, November, and December, 1957; National Business Education Quarterly, Winter, 1957; and The Business Education Program in the Expanding Secondary School, 1957.

young people who understand the basic concept of business—of planning, production, cost control, packaging, marketing, and distribution. This does not call for rote memorization of facts; it calls for understanding, for the new profession of electronic elite must have an understanding of business and a logical type of thinking above all else.

■ Many of our present business education courses will require modification if they are to serve both students and business effectively. Perhaps some three-year courses should be condensed to two-year courses, and perhaps a few should be reduced from two- to one-year courses, and so on.

■ Certainly, if our curriculum is to keep current, many of our textbooks will require comparable revision. And, if some new courses are to be added to our business education departments, as the growth of data processing would seem to indicate, entirely new materials must be designed to cope with these changing times.

■ At the very least, we have an immediate obligation to acquaint our students with data processing equipment, its nature and primary functions, and its role in business today and tomorrow.

■ Let there be no misunderstanding; a growing number of the manual and machine operations associated with data processing are simple, routine, and repetitive. These jobs can be handled, for the most part, by graduates of our high schools. But our young people must be made aware of the greater need for accuracy, for an exacting knowledge of

the basic principles governing accounting, production, costing, buying, selling, and communication, and a better understanding and use of logical judgment for planning.

■ Remember that this is the day of the merger. Giant industries grow ever more giant. Small and medium sized businesses merge or die. We can deplore this if we wish, but we cannot change it. Even so, this condition is of peculiar significance to us, because as offices become larger they grow more and more susceptible to the installation of the electronic systems.

We have had a tiny glimpse into the office of the future. What, now, is the significance of all this for those of us who have the responsibility for planning business education facilities and procedures and for those of us who do actual teaching? Several facts immediately stand out. There has been a constant increase in the number of office workers in proportion to production workers. But the office worker in the age of automation will be more of a thinker—a person who has to use judgment. This means that in our classrooms we will have to teach more for understanding than for mere skill operation. Without a doubt, we will have to develop thoroughly in our students a sense of the importance of accuracy. Let this be a warning that we had better stop any trend to downgrade the standards of work required of our students. The businessman is going to become more and more critical of inaccuracies from his employees. Errors in the age of automation are more serious. An office manager recently reported an incident where a girl made a mistake before going out on her coffee break. By the time she came back, the processing machine had run the error through some 50,000 cards and tabulated materials. It took almost the rest of the day to unscramble and correct the error. The faster the speed of the machine, the more extensive the automation, and the more important will be the staff that feeds original materials into the machine.

Business educators must recognize that

they are business teachers first, and shorthand, typewriting, and bookkeeping teachers second. Those who remark that shorthand, typewriting, and bookkeeping will remain unaffected by electronics should take a look at human history. A century ago, dozens of factories were stoned because of their supposed threat to the workingman. How would we have reacted in those times and in those places? Or let me put it this way. What is your reaction now to the possibility of television teaching techniques in your classrooms?

It has been said: "The greatest picture has yet to be painted. Everything in the world remains to be done—or improved. Nothing is known positively and completely. Nothing is done, finally and right. Everything then, changes and will continue to change."

The challenge to Canadian educators is plain. With our limited population, the need is for quality—people with ability to think, people with an understanding of principles, people with perspective. It is here that the teacher can make the greatest contribution. Schools can do much to condition students to life in the office of tomorrow by numerous visits to up-to-date offices, by using films, by welcoming speakers into the classroom. They may also be able to do something to condition students for the emotional strain which will be an important factor in the future. One manager is quoted as having said: "This much is certain, we will go crazy quicker tomorrow!" Already statistics indicate that industry is taking great strides to offset this 'go-crazy' tendency and to alleviate emotional strain. It is reported that last year some 50,000 firms spent a total of \$10,000,000 on recreation for their employees in the form of attractive social and cultural activities.

The office of tomorrow, with all its automation, will still be an interesting place in which to work, with challenges for employees on all levels. The job of the business teacher will be all the more exciting and challenging because of the developments now in progress.

Language

(Continued from Page 10)

Since there are few reliable spelling rules, classroom teaching tends to be based upon a regime of memorizing and testing, occasionally aided by some scheme of incentives. Word lists are often used, sometimes based upon systems known only to the teacher, or upon some common point of spelling or of function; for teachers who wish to be really thorough the indefatigable Professor Schonell has produced a graded word list providing work for several years. Not everyone tackles spelling in such a single-minded fashion; a more flexible approach may be based upon the use of the vocabulary lists already mentioned, by making sure that children write their corrections conscientiously, by concentrating upon commonly misspelt words, and by collecting from children's written work a fortnightly list of words which seem to require attention.

As teachers, we tend to forget just how difficult it is for our pupils to master language; there are so many ways of going wrong that it seems miraculous that some children are able to do so well comparatively speaking. Teaching the correct use of language is a slow job, and though this article has dealt rather summarily with various aspects of the problem that have to be isolated for teaching purposes, in practice we shall find that the children who read and write most will read and write best. We should try to keep our formal teaching of basic language techniques down to the most useful minimum, and have faith in children's ability to learn to handle language by reading, speaking, and writing it.

Among other things, this is the age of materialistic self-satisfaction. More than ever in the history of man, we need creative rearmament. We should not expect business educators to do it all. We should expect them, however, to do their part.

Reading for the Potential Scientist

PAUL A. WITTY

THE appearance of Sputnik I has brought great concern as to whether potentially gifted scientists are being identified and educated adequately in our schools. Many questions submitted by the superintendents regarding the role of reading in the education of gifted children are encompassed in the question—What can the school administrator do to enrich the reading experience of the gifted pupil? How can the school best use reading instruction to foster the development of the rapid learning pupil? of the potential scientist?

We must not assume that the problem of educating the potentially gifted student, as well as the youthful scientist, is so simple as to be solved merely by selecting the high school student of high ability and giving him 'speedup' courses, or by offering college credit for college level courses taken in high school. Nor is acceleration alone the answer.

These measures judiciously practised will help to some degree. However, we must recognize the significant roles that motives and attitudes play in determining the nature and extent of worthwhile achievement, and we must recognize also the influence exerted on the pupil by the home and by his early childhood and school experience. Interest, motive, and drive are undoubtedly factors of great potency in determining the direction and extent of the effort of potentially gifted pupils.

In an article in *Higher Education*,¹ November, 1955, Charles C. Cole re-

ports questionnaire responses from 32,750 seniors, considered a random sample of students in public high schools. These students also took a brief academic aptitude test. The pupils who were in the upper 30 percent on the aptitude test (9689 seniors) gave some provocative answers about their intent to go on to college or their reasons for not planning to attend.

Twelve percent of the high scoring group indicated that the most important reason for not planning to go to college was financial need. Many others stated that financial need was an important consideration. The importance of lack of college goal was stressed. . . . About 25 percent of the high scoring boys and 45 percent of the girls cited the lack of a college goal as possibly an important reason for not continuing their education. This suggests that there is considerable validity in believing that, despite the importance of financial need, lack of motivation for college is a stronger deterrent to college-going among those of high ability who do not go on to college.

Studies of young adults who were identified as gifted children also disclose the significance of early identification and guidance. Case studies, too, often reveal the importance of early home and school guidance in determining the goals which gifted students seek as well as their subsequent success in achieving these goals. No less important is the acquisition of early attitudes which affect the mental health and stability of the gifted. For progress in our nation, we need tal-

¹Cole, Charles C.: "Current Loss of Talent from High School to College", Summary of a report, *Higher Education*, Washington, D.C., November, 1955.

ented persons of high ideals who are sufficiently stable and adjustable to take life's inevitable stresses in their stride.

Guidance is necessary

Guidance by informed and competent adults is necessary throughout the gifted child's career. In offering guidance, reading materials provide parents and teachers with a source of inestimable value. It is true that no one is really sure how many children with high mental endowments there are in the United States today. It was estimated at one time that of the 33,000,000 school children in the United States about one or two percent had IQ's of 130 or more. According to this estimate we had between 300,000 and 600,000 children who may be considered moderately or highly gifted. These children can be identified rather accurately by the use of intelligence tests.

However, there are other types of children whose ability and promise are outstanding. These, too, should be identified and encouraged to make full use of their abilities. Perhaps it would be desirable to consider the potentially gifted child as one whose performance in a valuable line of human activity is consistently or repeatedly remarkable.

Although we should be concerned about all types of gifted children, we should pay particular attention to those pupils who have high abstract intelligence. There is evidence that this group may be the most frequently neglected of all groups in special education. Yet these are the children on whom our progress in many fields of human welfare depends to a large extent. From this group many of our most eminent scientists will probably be recruited.

Trend to recognition

During the past few years there has been a trend toward special plans of school organization to care for the bright student. For example, special classes for the gifted pupil have been organized recently in a number of cities. We should recognize, however, that superior and

potentially gifted pupils are found in almost all classrooms. Moreover, every teacher can do much to enrich the experience and to encourage the full development of such students. Perhaps the greatest possibility for enrichment lies in the field of reading. And this is precisely the area in which such children usually excel.

As one studies gifted children, he becomes more and more impressed with the high quality and excellence of their vocabulary. In fact, superiority in vocabulary development is a fairly accurate way to identify the gifted child when he is very young.

The vocabulary of the gifted usually continues to be remarkable. Ten-year old Jim, for example, defined "flaunt" as meaning "to show or display, with intent to show", and he said Mars meant "god of war, planet, also a verb".

Vocabulary development is, of course, closely associated with growth in reading ability. Moreover, he usually develops a strong interest in reading and reads books on many topics in the primary grades. By the time he is nine or ten years of age, he will frequently show pronounced interest in atlases, dictionaries, and encyclopaedias. He probably will read biographies, histories, and books on science and geography, too. He may devour a few more comics than his friends, but he will abandon the reading of comics earlier.

Contrary to popular thought, the majority of gifted children have many and varied interests. They often have a few strong interests, but they are extremely versatile. They may experiment with physics, chemistry, and photography.

Dr. Witty, professor of education at Northwestern University, is a defender of reading instruction, a critic of reading instruction, and a crusader for improved reading instruction. His article, one of a series, is reprinted from the February issue of *The Nation's Schools*.

And they may collect stamps and other items. They are often enthusiastic observers of birds, flowers, the stars, and animal life. Some follow the same hobbies for years, and others pursue three or four hobbies at the same time. At the age of nine, these children are better informed about games than are much older average children.

The interests of the gifted offer a splendid basis on which to build rich and varied reading experiences. And many gifted children, simply because of great versatility in their interests, need guidance and encouragement in the home and the school.

How parents can help

The guidance of the reading of the gifted child should begin in the home. Parents should read aloud to their children; the children will frequently request that some books be read to them again and again. The gifted child will ask the names of words and letters seen on signs or in pictures. His parents can help greatly by supplying accurate answers to such questions. A varied assortment of picture books should be available in the home. Under these circumstances, suddenly and without instruction, the gifted child will often begin to read, sometimes before he is five or six years old. In fact, Lewis M. Terman found that fully half of one group of gifted children could read on starting school. Such children should be encouraged to read at home—without exploitation or excessive attention. In school their reading ability should be recognized, developed, and directed. These youngsters should be encouraged to make contributions from their reading to class projects and should be offered an opportunity to enjoy many books and to share their discoveries with other pupils.

Emerging interests will be noted in the gifted child as he turns to a variety of reading materials. In the first grade, John may read rapidly a number of primers, and he will also enjoy simply written stories about animals, home and school life, and everyday happenings. He will

probably like the books by Inez Hogan, Dr. Seuss, Marjorie Flack, Marguerite Henry, Ludwig Bemelmans, Robert McCloskey, Lynd Ward, and others.

Like most gifted children, John will enjoy reading the comics, but he will probably give them up a little sooner than typical children. He may turn with great pleasure to books illustrated by Walt Disney and may read an entire series of these books. He will soon be reading many books on a favorite subject and will extend his information by using magazines and other sources. By the time he reaches the fourth grade, he will doubtless become an avid and discriminating reader. In the middle grades, such a child may read several series of biographies.

Need balance in reading

One problem teachers sometimes encounter in dealing with the gifted is the tendency of some children to concentrate too much reading in a single area, to become too specialized in their reading interests. Teachers should help each child establish a balanced program in reading different types of materials in diverse fields. This is especially true of the gifted child in a special area such as science, in which he may want to read to such an extent that his pattern of reading lacks balance.

Encouragement should be given so that gifted children will turn to poetry—an area of reading sometimes neglected by them. They should be encouraged to write poetry, too. Their products are often superior and sometimes their writing may reveal individual problems or pressing needs.

And books may be employed to help the gifted meet some problems successfully. Of course, children and youth will not often be changed greatly through reading experience alone. But reading, accompanied by discussion and related experience, may prove quite beneficial. In many cases, particular books have been used with remarkable success in helping a bright child meet obstacles to personal or social adjustment.

Another great value in the cultivation of a strong interest in reading on the part of the gifted pupil resides in the pleasure associated with the wonderful world of books. John Masefield once wrote: "The days that make us happy make us wise." This statement certainly applies to gifted children, who, when they have an opportunity to read materials of interest to them, turn joyfully to books for genuine and enduring pleasure.

As we have already stated, the gifted child, like all other children, meets personal and social problems of various kinds. He will need help or guidance at times in solving them. Certainly books may aid him. For example, John's indecision about following a career in science may be lessened as he reads books on vocations as well as narratives and biographies about scientists. Mary, a gifted high school senior who has expressed an interest in teaching, may be guided to read with profit a number of books about careers in teaching and in health education. Books such as Lois Lenski's *Prairie School* afford desirable reading for a younger pupil interested in teaching.

Non-fiction also important

Pupils may also profit from reading factual treatments of topics, such as the nature and extent of individual differences and of abilities needed in various occupations. They may gain insight concerning other people from biographies, too.

Insight concerning personal problems as well as help in the development of an ideal may also be obtained from wise use of reading materials. A story such as Yates' *Amos Fortune: Free Man* or Forbes' *Johnny Tremain* may provide the basis for wholesome identification of a gifted child with a character who experienced and met successfully problems somewhat similar to his own.

The use of books in an effort to satisfy personal and social needs will not be limited to the adolescent period, since it should be recognized that, throughout

the gifted child's school career, developmental needs transpire and recur. And throughout his career, books may be used as one means of helping him meet his most pressing problems with success.

To employ books effectively, the teacher must have an understanding of the nature and needs of gifted children. The school administrator can suggest materials on this topic and make them available to the teacher. In addition, teachers should be encouraged to study the interests and needs of the gifted. Again, the administrators can help by suggesting the use of interest inventories, anecdotal records, and other modern approaches.

Such a device as the "Northwestern University Interest Inventory" might be used as a part of a case study made by one or two teachers. Other teachers might apply the techniques suggested in "Helping Teachers Understand Children" (chairman, Daniel Prescott), American Council on Education. Discussion of the results might be scheduled for a teachers' meeting. The developmental needs of children, with special attention to the gifted, might provide the basis for another meeting in which such needs are presented and related to reading.

We have already recommended that teachers study the gifted child carefully and try to provide diversified reading to satisfy worthwhile individual needs and interests. The following books may be consulted as sources of materials for pupils at the junior high school level: Roos' *Patterns in Reading* (American Library Association), and *Books for You* (National Council of Teachers of English).

One of the best sources for guidance in the use of books—old and new—to meet the developmental needs of the bright high school pupil is the annotated bibliography in E. Lenrow's *Reader's Guide to Prose Fiction*. There are many other such lists for younger pupils. An excellent bibliography of this type was published as a March and April, 1950 supplement to the *Chicago Schools Journal*.

(Continued on Page 33)

Is Intelligence Testing

JEANNE ROGERS

A

Two-Edged Sword?

IKE the X-ray, intelligence tests can bless or burn.

This is the warning contained in the American Association of School Administrators' Yearbook *The High School in a Changing World*.

Referring to the "Myth of the IQ", the educators speculated that many a child has been tagged indelibly with an intelligence quotient regardless of its accuracy and without knowledge by the teachers and others of the meaning of the score.

"Intelligence testing is a two-edged sword", they said. Used out of context, severed from related factors, a standardized test score may serve only to compound confusion.

Children and teachers tend to play out the roles assigned by an IQ regardless of its accuracy, the school leaders said. Boys and girls may undershoot the mark on a single test, partly because of previous imperfect appraisal of their abilities

by some teachers, and for the rest of their school years be undervalued.

"It is morbidly interesting to speculate on how much human potential is unrealized in the United States for this reason alone", the administrators said.

Somewhat as the designs differ in snowflakes, individual boys and girls have different kinds of intelligence even though their test scores add up to the same figures.

For example, two high school students each received an intelligence quotient of 109 on a Wechsler-Bellevue Intelligence Scale (Adult). Student A scored 119 on the verbal tests and 94 on the nonverbal or performance tests. Student B scored 109 on both the verbal and non-verbal section. In no pair of the 11 subtests did A and B have identical scores.

To deal with two students on the assumption that, because their gross IQ's were identical, they could do the same kind of work and profit from the same program, would be wrong, the educators pointed out. It is important, they warned, to remember this fact when formulating a program designed to reach the needs of all.

Said the report: "It is especially important to avoid making major decisions regarding an individual student, or a group for that matter, on the basis of group tests. The results of careful observation by several persons over a period of time are also needed in this respect. Often unrealized potentialities have been discovered by skilful psychological examination when all other evidence indicated lack of ability. Whenever there is

any doubt regarding a student's potentialities, the school should make it possible to have an individual test administered by a competent person."

A group of administrators in one system found it highly profitable to devote a series of meetings to investigating the implications of testing in their schools. They met under the leadership of their superintendent and various experts to review and broaden their knowledge of standardized tests and the ways to use them. Teachers in their schools were helped to extend their horizons on the uses and values of tests.

"When teachers continue to appraise students by using an unqualified reference point, there is a serious lack of administrative leadership", the school superintendents contended.

The 400-page report also exploded the myth of the average student. The danger in using this term, the writers warned, is that it tends to confuse the thinking and working of teachers. It refers to a mythical composite of individual human beings, but no one boy or girl is

what the average purports to show. In discriminate use of such a measure, the report stated, tends to make teachers discount those who achieve less than it defines or to injure those who have gone beyond, by inducing complacency or false superiority.

The greatest danger in using the term average is that it may induce teachers and others to violate the integrity of individuals by relating them to depersonalized standards.

It detracts from "individual uniqueness by making pointless comparisons", the educators said. It forces conformity beyond the point where conformity is essential for the common good, they added.

In conclusion, the report said: "A great forward stride in reaching the needs of youth might be effected if each secondary school administrator could accept the implications of the statement, 'There is no average student,' and adequately develop those implications."

Reprinted from **New Hampshire Educator**,
May-June, 1958

Resolutions to the AGM, 1959

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association. A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to head office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1958 Annual General Meeting. These were published in the April, 1958 issue of *The ATA Magazine*. Reference should also be made to *The Alberta Teachers' Association Policy Handbook*, 1958. Reso-

lutions on curriculum and pension matters should be accompanied by a statement of explanation and, if possible, supporting data.

Resolutions, in the form prescribed by the Executive Council, must be received at head office on or before December 31, 1958, at 5 p.m.

All resolutions being submitted to the Annual General Meeting will be printed in the February, 1959 issue of *The ATA Magazine*. Arrangements should be made for each local association or its executive committee to meet between receipt of this issue of the magazine, which will be mailed about February 20, and the Annual General Meeting, in order that the resolutions may be discussed.

We Visit a Moscow Factory

FRED BELLMAR

EDITOR Lydia Tarasova was one of the most positive persons we met during our whole visit to Russia. She was perhaps 55, small, plump, and wren-like. She wore a black worker's smock over a grey dress. No makeup, no nail polish, not a frill of any kind. Her grey hair was parted in the middle and pulled back from a wide forehead. Over it she wore a utilitarian beret.

She sat alert and straight, her hands calmly folded in her lap, her sharp eyes studying the American visitors. Her answers to our questions came like a machine gun in rapid-fire Russian.

We were visiting the Orjanakedza Automatic Machine Tool Factory, one of the industrial show places of Moscow. It was our first plant visit. There were 18 of us seated around the conference table. Four Russians sat at the speakers' table in front of us.

There was Lydia Tarasova. To her right was Vasily Zuravaliov, deputy director and chief engineer. He was 38, with a thick mop of greying, sandy hair above an angular face. He was an ex-army officer, and with a uniform, he could have done well in a Hollywood war story. Two things a movie actor could have learned from him: how to sit in a chair with authority, and how to speak. When Vasily Zuravaliov stood, he was unprepossessing enough—a little below average height, and faintly apologetic.

With complete authority

But when he sat in the director's chair to talk with us, he relaxed into complete authority. It is a Russian art. I noticed others in Russia who could do the same.

(Directions: lean a little on one arm of the chair, sit absolutely motionless. This will be a good start, but what else adds to the air besides a completely serious face, I wouldn't know.) The voice helped Vasily Zuravaliov be authoritative.

When you meet people with impressive voices, you remember them. Chocolate, trombone, honey voices, I've heard and remember well. But Vasily Zuravaliov's was a war-experience voice, dark, with a burred edge, like a grim, freezing, long-night lonesomeness. He was friendly, and courteous, but where did his voice come from?

Irene Baikova sat next to the director. She was our principal guide and interpreter—and another enigma. Perhaps she was 30. She was certainly pretty. Her blonde hair was cut short, and she dressed with considerable style. She wore makeup, nylon hose, and an almost American air of pertness. She was an excellent interpreter. She very seldom stopped to puzzle even about technical words. She was friendly, considerate, and very good company. But there was a certain amount of granite to her chin, and steel to her spine which couldn't be concealed by any personal charm.

At the far left was Ivan Ivanovich (truly, Ivan son of Ivan, the John Jones name in Russia), head of the trade union and safety director. He keeps slipping out the side door of memory, like a poor relation. He was a Russian type. We saw him everywhere. Completely anxious to please, hopeful for friendship. No feigning hypocritical palaver, you understand. He meant every honest smile, and every friendly, apologetic, wistful gesture.

Fred Bellmar, of the firm of Crane & Co., Chicago, was chairman of a group of editors and executives who made a three-week tour of Russia recently. The group are members of the International Council of Industrial Editors and were in Europe attending a conference of industrial editors at The Hague, Holland. The article is reprinted from the December issue of ICIE's magazine, *Reporting*.

The director's room was not impressive. It felt a little institutional. There were the plain walls, with the usual pictures of Lenin and Marx, hung high on the walls. Electricity must have been expensive. There was not very much of it. The room could have used more, even though it was a bright morning outside. Only half-light came through the red draped windows. All windows in Russia are double, and deeply set. They are almost always dressed with heavy, dark drapes. All Russian rooms seem to look out on the world through half-closed eyes. Sit silent in a Russian room and you can hear time ticking—toward what?

The door to the director's room was sound proofed with grey padding. We later found that nearly all conference rooms in Russia were sound proofed in this way. Private meetings are private.

Into the factory we go

Our limousines had left the wide, impressive boulevards. (I had hoped, for once, to go down Enthusiasts' Boulevard, but we never made it.) We drove through narrower streets into an industrial area, which was unlike our own industrial areas. It was quiet. Traffic was sparse. The unfinished, not-for-show, streets, buildings, and grounds were all that identified a work neighborhood.

We drove through the factory gate. There was a high wooden fence all around. The factory building itself was low and mustard-colored. We parked in an open square. There were linden trees on one side, flower beds, and a bit of

grass plot for decoration. The administration building was two stories, and unimpressive. It was completely utilitarian.

There are no sales, public relations offices in Russian plants, no buyers' offices, no salesmen waiting to see anyone, no pert receptionist, no reception room. There is no chatter of typewriters—perhaps this plant of 4,000 employees had four or five typewriters at most. The central committee office does all the paper work, apparently.

You simply entered a door, and there you were, hallway leading into some dim reaches, and stairway leading up. Neither choice seemed very inviting.

The plant itself was clean and peculiarly quiet, even though it was a metals working plant. Women worked beside men. There were women crane operators, women machine operators, women to clean the floors. All wore dresses with heavy aprons or smocks. All wore babushkas over their hair. The plant makes multiple-spindle drills, and automatic machines of various types which might be used to manufacture automobile engine parts. There are 4,000 employees. They work six days, 46 hours a week.

After this hasty look into the plant, let's go back up to the conference room again, and back to Ivan Ivanovich, Irene Baikova, Vasily Zuravlov, and Lydia Tarasova and her voluble, quick answers. The interview itself was always oddly slow: a question, Russian question, a Russian answer, and finally English. From Mrs. Tarasova we learned about the typical industrial publication.

What sort of paper did she edit? She promptly supplied us with sample copies—the *Novator*. A single news sheet it was, with pictures and type packed together, not for show, but for utility.

Workers pay for plant paper

Yes, it came out twice a month, Mrs. Tarasova told us. Ten kopecks they charged the workers for it. Seven hundred were usually sold. (Quick calculation: if 700 copies are sold among 4,000, then about 17.5 percent of the workers are readers.)

The *Novator* is representative of most company newspapers in the Soviet Union. Nearly all plants with over 2,000 workers have their own newspapers. The newspapers are not free—workers usually pay a few kopecks for each issue.

Mrs. Tarasova's job is somewhat different from the job of an editor of an industrial publication in the United States, we learned. First of all, she is responsible to a central authority which has given the plant permission to publish a paper, set it up, and described exactly how the paper should be conducted. Mrs. Tarasova could go to work in any plant in the Soviet Union, use the same aims and objectives and, with little trouble at all, get out her first issue.

To understand her job it is first necessary to understand that it is a part of the whole Soviet communications system. Lenin described its importance thus: "The Soviet regime rests on a balance of coercion and persuasion." The whole communications system in the Soviet Union is the persuasion part of the balance. He said at another time: "The whole task of the Communists is to be able to convince the backward elements." And Stalin agreed thus: "It is the ability to convince the masses that the Party policy is right, the ability to issue and to act upon slogans that will bring the masses near to the Party standpoint."

This seems to be wholly wrong to our way of thinking, but apparently to the Communists it is not only right but righteous for the government to 'guide' popular thought—always with the idea of creating a new type of man "the like of which has not been seen upon earth". Thus, the Party assumes the role of omniscient teacher.

But the revolutionists had a high regard nevertheless for public opinion. The idea was never to rush ahead of the masses, nor yet to lag behind.

Thus, communications becomes a two-way process: one, downward communications—technical ideas, political ideas, and so forth; two, upward communications, a sort of play-back to Party leaders of what the public is thinking and say-

ing. The Party leaders never rely on opinion surveys, but they depend instead on play-backs from compliant citizens, Party agitators, reports from the secret police.

In the number one category—downward communications—the general policy of the regime is to give the people only necessary information. In the upward flow of information probably Party leaders may get only the information that the people think pleases them.

Editors of general news sheets and of plant papers like Lydia Tarasova are considered successful if they can stimulate their readers to write for the paper, to write letters of complaint and criticism and commendation. Thus, as you might expect, well over two-thirds of Mrs. Tarasova's *Novator* is made up of signed contributions by plant workers, trade union leaders, plant officials, and so forth. She has a network of correspondents in the plant and their job is to report, complain, criticize, and commend. Always back of this is the objective—more production, more production, more work, better work.

The purpose of her paper, Editor Tarasova said, "is to publish production plans, then to offer criticism and suggestions so that the workers can improve."

Did the paper then criticize only the workers? "No, indeed", Mrs. Tarasova replied. "Plant papers can criticize the chiefs if they are rude. The director cannot forbid it. Any staff member may express himself on the subject of work. We publish social organization and Party material, too, the experience of the best workers and how they have done things better, how they are fulfilling their socialist obligation. For all this, the only guiding group is the editorial board, worker-elected."

Poor workers get ridiculed

Is Party material ever published in the paper? Mrs. Tarasova said it was. Management, too, has a full right to use the paper.

Praise of best workers we could understand. Use of criticism to discipline was

something new. We ran across it many times on our visits. If a man does poorly on his job, he may be spoken to once or twice, but if he does no better, he is held up to public ridicule in the plant paper and his picture may be published. The love of praise may inspire a man to work harder, but in the background there is always the threat of public criticism. (We found a novel use of public ridicule in Kharkov where, if a man is picked up for drunkenness, he is given a cold bath, his head is shaved, he is given a public job, very likely on the streets the next morning, and his name and picture are published in the local paper.)

The communications system of the Orjanakedza plant where Mrs. Tarasova publishes her paper was typical. As we traveled around the country we found others which used exactly the same means of communications to urge more and more production. All plants, large and small, had what are called "wall newspapers". These were generally colorful, resplendent with amateur cartoons, and proudly homemade. They are fostered by the trade unions in the plant and consist of typed articles done by the workers themselves.

Sample items in one wall newspaper included a story on labor discipline (that word discipline cropped up many times on our visit); another on the role of the trade union; a neat little story, "It is Time to Restore Order in our Plant"; a warning by some worker not to abuse dinner breaks; a frank jab at management, "Stop the Roof from Leaking"; a set of cartoons on the obligation of workers to their job and to the factory; another set of cartoons on the evils of drunkenness. If Mrs. Tarasova's *Novator* does not reach the workers, wall newspapers undoubtedly will.

Every plant also has volunteer agitators. An agitator talks to any of the workers he can find in an idle moment, during a dinner break perhaps, or before or after work, and explains some single Party idea. His is a role of amateur teacher, and he is the one who is sup-

posed to keep the workers actively thinking. These volunteer agitators apparently find their duties pretty strenuous, because many of them drop out and others replace them.

Every plant has a large honor roll board, red background, on which the pictures of its best workers are posted. Apparently it is a real distinction for a worker to receive this kind of recognition. In every plant our attention was carefully called to "our best workers". There would be five or a dozen pictures with records of worker achievements.

Not satisfied with plant newspapers, wall newspapers, agitators, and praise for good workers, every plant has literally hundreds of large red signs which hang high above the aisles, on the walls, over doorways, plain red background with large white lettering. Signs seem to stress almost everything that a worker should be told about improving work, the glory of work, the peaceful intentions of the Soviet Union, the need for safety, the greatness of Lenin and other revolutionary leaders, the need for promptness, cleanliness and thrift. Some of our group reported seeing "Beat American Production" signs among these. I saw none myself, but then it was hard to have every sign translated.

One thing is certain: the regime has sharpened its communications system to a fine point.

A bit more about Russian plants in general. The ministries are said to have a complete right to allocate material and resources and to decide on the activity and the production within the plants they supervise. The plant, therefore, knows exactly where the material is coming from, knows exactly how much it will produce, and it knows its customers in advance. There is no question of competing on an open market. No buyer comes to the Orjanakedza plant to look over its products and decide between them and another make.

Sponsor cultural programs

Something else which seems odd to a visitor is the responsibility of every

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plant for the cultural development of its workers. Every plant, therefore, has a House of Culture which includes a library, assembly hall, recreation and crafts centre for workers' children, athletic equipment. The plant sponsors movies, amateur dramatics, orchestral programs, and meetings of various types for workers and their families. These are always outside of working hours.

After our interview, Ivan Ivanovich proudly showed us the Orjanakedza House of Culture. Most all these plant houses look quite alike. There are the red curtains, signs, pictures of Lenin, the meeting places. All are quietly efficient, very orderly, and disciplined. In the library were books in Russian by Mark Twain (very popular), Theodore Dreiser, Walt Whitman (pages uncut, but it was available).

The plants are responsible for workers' housing, but a worker does not have to live in plant apartments if he doesn't want to. If he does, he pays about eight percent of his salary for rent. Almost every plant will also have its "house of rest" or club in the country to which any worker may go for his vacation.

Women feel they have a "Socialist obligation" to work, and it is probably very unusual for a young mother to stay at home and take care of her children. Rather she may be operating an overhead crane, a drill press, painting, plastering. She may run the plant library or work in the plant health centre, but she will be performing her Socialist obligation for her country.

Country seems to come first before home and family. If she has a child, she will be allowed 60 days off before its birth and 60 days afterwards with full pay. When she returns to work, her

child, if she has no mother ("babushka") at home to take care of him, is placed in a state-directed nursery or in the company nursery. She sees her child nights and weekends.

Every company of any size also supports a kindergarten for pre-school youngsters. You have probably read many times that these are efficient, clean, and well-run, and they are. One of the most surprising things I observed was in a nursery after all the children had gone. Over in one corner of an upstairs room was a small rug. And on it were all of the children's toys, placed there with amazing order, each cloth horse and each doll standing straight, all facing the same direction in neat rows, all arranged according to size and category. Who placed them there? The teacher told us the children did because, she said, "We teach them to take care of their belongings."

We were courteously treated by our hosts. Our questions were answered without hesitation and without evasion. As for the Orjanakedza plant, they were proud of it, and proud of its record.

No matter what we conclude about Russian industry, there is a system—of production, of worker discipline, of rewards. It is a going system—not experimental or tentative. Most workers seem to be proud of their plants, their jobs, and their country. Perhaps they privately talk of better times, less work, more leisure, more benefits, but if they do, they never told us Americans.

I privately think that they have a long, long way to go to match American production. But their communications system within plants is as smooth, as effective, and as operative as any you can find.

A Merry Christmas and a Prosperous New Year to all
our readers from the Executive Council and head
office staff of The Alberta Teachers' Association.

Reading for the Potential Scientist

(Continued from Page 24)

nal. This bibliography contains annotated references for books arranged under 78 headings. Useful books on many topics are listed also in *The Combined Book Exhibit* (950 University Avenue, New York).

The administrator will undoubtedly desire to relate the reading program for the gifted to other efforts in their behalf. To do this effectively, he and his teachers should become familiar with procedures that other schools are following.

Many acceleration programs

A practice that is gaining acceptance currently is acceleration in various guises. Dean Worcester has written a provocative book in which he endorses acceleration.² Several programs employing acceleration at the high school level should also be studied by the administrator. For example, the Ford Foundation has given financial aid to the early admission program, by which capable high school sophomores may be admitted to college. In one study, these young students were found to succeed very well in college and to make, moreover, desirable social adjustments. Another Ford-financed program is one in which capable students receive college credit for courses taken in high school. The results of these experiments suggest the general feasibility and worth of providing at least a moderate amount of acceleration for the gifted pupil.

Enrichment programs are found in special schools such as the Hunter College Elementary School for gifted children of ages 3 to 11.³ Major work classes are provided for gifted pupils in Cleveland. A number of cities such as Indianapolis and St. Louis have initiated recently similar classes for the gifted. Another well-known plan that involves partial segregation of the gifted is found in the Colfax Elementary School, Pittsburgh.⁴ At the high school level, there are specialized schools for superior students

such as the Bronx High School of Science. And there are excellent science programs in the high schools of West Phoenix, Arizona, Evanston, Illinois, Rochester, New York, and other cities.

Enrichment programs are being devised for gifted and talented pupils in elementary and secondary schools of Portland, Oregon. In many other schools, regular classroom teachers are identifying gifted children and are devising enriched programs for them.

A teacher's job

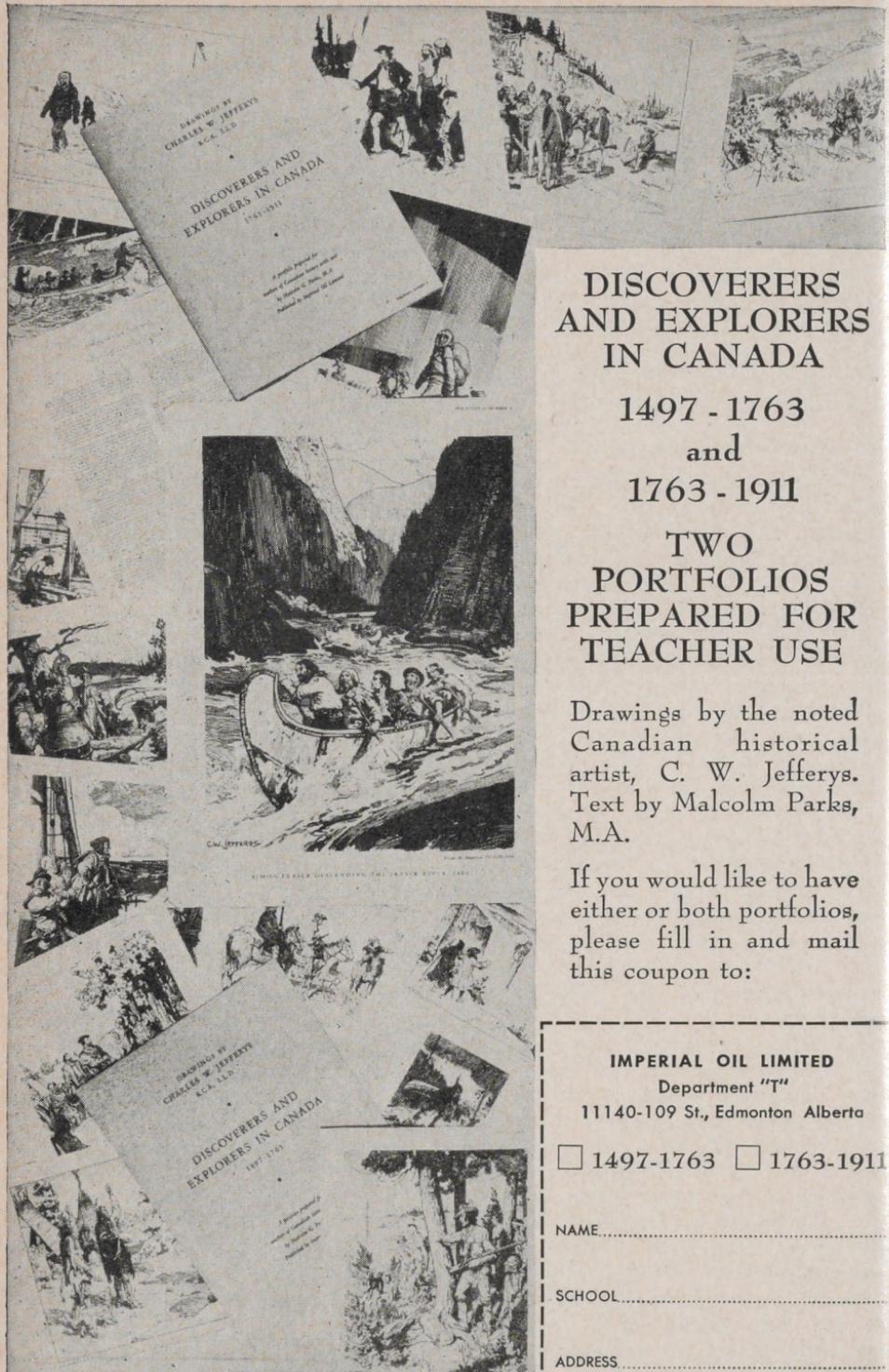
Enrichment programs require time, imagination, and ingenuity on the part of the classroom teacher. Few teachers have had training in building curriculums for the gifted. But most good classroom teachers have had experience in studying the needs and interests of their pupils and in obtaining the varied materials and experiences needed to satisfy individual differences. There are books and articles on the subject of enrichment—an ever increasing number—but many teachers in overcrowded classrooms lack time and energy to translate these suggestions into concrete plans for individual pupils. As long as school enrolments continue to increase, enrichment programs probably will be inadequate. Some schools are providing help through consultants, workshops, and various other approaches.

The future will unquestionably bring increased attention to the gifted child. Let us hope that schools will not be pressured to adopt simple panaceas of relatively little value in meeting the great and insistent need for leaders and specialists. A more defensible procedure is to follow a comprehensive developmental approach in which the education of the potential leader forms an important and integral part.

²Worcester, Dean: *The Education of Children of Above Average Mentality*. Lincoln: University of Nebraska Press, 1955.

³Hildreth, Gertrude: Brumbaugh, Florence; and Wilson, Frank: *Educating Gifted Children*. New York: Harpers, 1952.

⁴Pregler, Hedwig O.: *The Colfax Plan, Exceptional Children*. February, 1954.



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In Your Behalf

THE **PRESIDENT'S** **COLUMN**



The duties and responsibilities of district representatives and elected officers of the Executive Council of The Alberta Teachers' Association have been increasing steadily over the years. Part of the increase has been due to the swelling membership, but the larger part has resulted from the extension of services and the increasing complexity of the business of the Association. A decade or so ago, three or four executive meetings were sufficient to take care of the Association's affairs. In recent years, at least six regular meetings have been required, together with a substantial number of committee meetings, and during critical periods, it has become necessary to hold special meetings of the Executive Council.

As the Association's business expands and grows more complex, it becomes increasingly important that district representatives and officers be familiar both with policy and administration. Such familiarity comes only with experience, and in this respect we have been fortunate that our Executive Council has had during the past several years a number of members who have had sufficient service to be able to view events and trends with the objectivity that our business demands.

It is my considered opinion that we must at all times be certain that the Executive Council has this wisdom which

comes only from experience. Only in this way can the appropriate relationship between the elected arm of management and the appointed arm be maintained. Policy is the business of the Executive Council and the Annual General Meeting. The administrative function is to operate within the terms of reference established by policy. Such a concept ensures that the management function is eventually residual in elected representatives.

One of the problems accruing to the Association as a result of expansion is the burden which falls on the president, vice-president, and past president who, together with the general secretary, form the table officer group. It is proper as well as traditional that the president head all official delegations of the Association and chair many of the important standing committees, be consulted regarding many aspects of day-to-day business, and take as active a part as possible in every phase of activity.

During my tenure of office, it has become apparent to me that some serious thought must be given to the problem of how to balance the demands on the president against the fact that this official is also a full-time teacher, vice-principal, or principal. It may very well be that some of our potential presidential candidates may have to decline the honor of our highest post because they

cannot spare 60 or 70 days out of a school year.

I am not prepared to say that I believe that the answer is full time off for our president. On the other hand, I am sure that we can no longer assume that almost any future president will be able to arrange to be absent from his classroom for the length of time that the position appears to require. Perhaps the answer is inherent in one of our standing policy resolutions which provides that the Association make arrangements with the employing school board on some basis satisfactory to all concerned for the release of the president as required for Association business.

Putting "Science" Into Public Relations

(Continued from Page 15)

ful adaptation of MR helps to ensure that—

The public relations program shall be both scientific and specific, based on sound knowledge and understanding of the community mores, morals, penates, prejudices, and resources. It will be guided but not shackled by the most thoughtful community opinion that can be collected, individually tailored to the community finances, ambitions, skills, dreams, and visions.

Let us now apply the most important ingredient of our scientific formula for public relations. This is ESP, Extrasensory Perception, which may be defined as the element above and beyond ordinary forecasting and prognostication.

ESP is the newly discovered science of clairvoyance and telepathy. For the benefit of school administrators who seldom shoot dice in public or even play canasta for more than a fraction of a penny a point, it needs to be explained

that ESP was discovered at Duke University by a college professor. To his own satisfaction, he has proved that certain persons are endowed with an uncanny psychic ability to know and predict in advance how the dice will roll, how the cards will fall, or how the mop will flop. Fortunately, this wonderful accomplishment is possessed in the highest degree by every school administrator, for without it he couldn't be a school superintendent for any appreciable length of time. In the business of school administration, the superintendent must be able to predict the future with considerable accuracy, or else.

It is true that sometimes the superintendent's ESP deserts him, as was evident when the baby boom caught him with his buildings down and, more recently, when his reading program was so viciously attacked by people who hadn't read the book. A more startling example occurred when, lulled by public approval, he failed to understand Russian instead of English. That failure, in case the reader may wish to know, is what this article is about. But, in general, a school administrator has a remarkable ESP quotient, an ability to foresee, to predict, to know what is coming, and to call the shot. In the constant use of this great and esoteric force lies his hope of success in any program of public school interpretation.

In the lackadaisical past, it may have been that a public relations program might largely have consisted of an ability to make friends, sing in the church choir, avoid raging drinks, be happily married to one wife, engineer charity drives, and act as scoutmaster on request. Of course, these important qualifications are still necessary, but they seldom add up to a good public relations program. Today, more than ever, they need to be fortified and strengthened with an extra large dose of ESP.

The qualities needed to maintain the ESP power at its maximum are identically the same as those needed for good public relations, that is, intense and thoughtful concentration, long periods of

careful meditation, a goodly supply of gall, an understanding of the laws of probabilities, strict attention to the business at hand, a modest delight in the gambling instinct, plenty of old-fashioned horse sense, and a whale of a lot of luck. These are skills and understandings which are sharpened by age, experience, misfortune, and much observation. It is fortunate for America that the average school superintendent is so greatly endowed, for good public relations (which in essence is nothing more than community understanding) was never more important in our entire history.

As he multiplies the other elements of our formula by ESP, the school administrator will appreciate that—

Any successful public school relations program demands the ability to see into the future and plan accordingly, to make accurate prediction of curriculum trends, to think big, and to act positively. Such program must have thought with vision, humility with confidence, and farsighted leadership.

If the reader is not yet convinced that careful use of the earthshaking formula,

$$PR = \frac{SP}{MR} \times ESP_2, \text{ will not come}$$

pletely revolutionize many present practices in the public relations program, he should restudy the three main points and give them the old college try. If obfuscation still obtains, the following true life parable will probably not reveal the secret but it may point a moral.

When the White Knight was appointed superintendent of the Wonderland Schools, his first duty was to streamline the public relations program which, as is virtually always the case, had been left in terrible shape by his predecessor. He studied the newly revealed formula with great interest. Alice, the girl reporter, asked for his reactions.

"I fail to see", said the White Knight, squinting out the window at his guards,

who were busily engaged in manhandling prospective customers, "that this formula sheds any new light on the perplexing question of public relations. While it purports to be based on the latest technology and science, it sounds to me like a rehash of the tired, old principles and techniques that have been panel-discussed into oblivion by round tables everywhere."

"Maybe that is because there is nothing new under Sputnik", said Alice sarcastically. "Or maybe it's the educational lag—or maybe it's you."

"Nonsense", retorted the White Knight. "All that this formula really does is substitute Tweedledee for Tweedledum. Personally, I never could abide either of those little twerps and, as far as the schools are concerned, I shall have nothing to do with either one of them."

"My dear superintendent", said Alice with tears of pity in her eyes, "are you telling me?"

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Scholarship and Fellowship Information

University of Alberta Fellowship in School Administration

Fellowships, teaching scholarships, research assistantships, and other types of work opportunities in amounts up to \$2400 will be awarded at the University of Alberta for the 1959-60 term. Successful applicants may also receive travel assistance to help defray the costs of transportation to Edmonton and to cover expenses involved in field projects. By a combination of these kinds of assistance, the university attempts to meet the financial needs of promising students who wish to take graduate training in school administration leading to the M.Ed., Ed.D., or Ph.D. degrees. This year, the average assistance for 19 students is \$1800.

Information concerning the program and application forms may be obtained from the chairman, Division of Educational Administration, University of Alberta, Edmonton. Applications should be made by March 15, 1959.

University of Alberta-Carnegie Corporation Research Fellowships

Two research fellowships of a value of \$2500, and a third of a value of \$2000 for graduate study in education at the University of Alberta, are announced by the university in conjunction with the Carnegie Corporation of New York. The fellowships will be awarded on the basis of academic and professional achievement and will be used to finance graduate study leading to the M.Ed. or Ph.D. degrees.

Information is available from the dean, Faculty of Graduate Studies, or from the registrar of the university. Applications, accompanied by transcripts of academic record and the names of three suitable references, should be sent to the dean, Faculty of Education, University of Alberta, before April 1, 1959.

ATA Scholarships in Education

Eleven annual scholarships of \$500 each are offered by The Alberta Teachers' Association. Three are offered to graduates in the bachelor of education program, University of Alberta, for further study in the graduate school of a university of recognized standing; four to intramural students proceeding from the third to the fourth year of the B.Ed. program at the University of Alberta; and four to teachers in the field who have completed three years of the B.Ed. program, University of Alberta, and are proceeding to the fourth year.

Further details and application form may be obtained from head office, 9929 - 103 Street, Edmonton.

Du Pont Scholarships for Secondary School Mathematics and Science Teachers

Renewal for the 1959-60 academic year of the company's program of financial aid to help improve science teaching in Canada's secondary schools has been announced by Du Pont of Canada. The 10 grants of \$1800 each may be used by the ten participating universities (including the University of Alberta) in one of three ways: as a \$1500 scholarship in teacher training for a prospective science or mathematics teacher; as a \$1500 scholarship for a secondary school science or mathematics teacher whose ability to teach these subjects would be improved by a year's post-graduate study; or in the form of five summer scholarships of \$300 each to give secondary school teachers additional training in science or mathematics. In each case, \$300 of the total grant is awarded to the university for administration costs. Except for the summer scholarships, the value of the scholarship is increased by \$600 if the teacher is a married man.

Detailed information and application forms for Du Pont Company of Canada

(1956) Limited scholarships are available from the dean, Faculty of Education, University of Alberta, Edmonton.

Shell Merit Fellowships

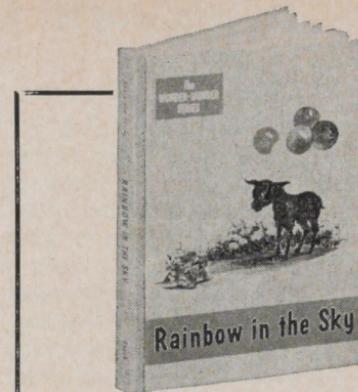
Details of the ten Shell Merit Fellowships for Canadians, sponsored by Shell Oil Company of Canada, Limited, were given in the November issue of *The ATA Magazine*. Teachers who have completed five years of high school teaching in chemistry, mathematics, or physics, who hold at least a bachelor's degree or equivalent, who have good leadership ability, and the prospect of many years of useful service in teaching, will be considered for fellowships for the 1959 summer leadership program. The persons selected will receive free tuition, fees, books, board and lodging, a travel allowance, and \$500 to offset the loss of other summer earnings.

Inquiries should be addressed to Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California. The closing date for applications is January 1.

Chemical Institute of Canada Fellowship

A new fellowship to further research in cereal chemistry, established by The Ogilvie Flour Mills Co. Limited and administered by The Chemical Institute of Canada, is offered to graduates in chemistry, biochemistry, or chemical engineering from a Canadian university who are proceeding to a master's or doctor's degree in these fields at a Canadian university or other accredited post-graduate institution. The value of the fellowship is \$2200 yearly for two years, with \$500 yearly being paid to the university concerned. The recipient will also have the opportunity of working at one of the Ogilvie laboratories during the summer months.

Further information is available from the general manager, The Chemical Institute of Canada, 18 Rideau Street, Ottawa, Ontario. Applications on a prescribed form must be submitted by February 1, 1959.



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NEWS FROM OUR LOCALS

Track meet plans made

At the regular meeting of the Beaverlodge - Elmworth - Wembley Sublocal on November 20, Councillor Phyllis Larsen reported on the formation of a track meet committee. The members voted to include Wembley with the Beaverlodge and Elmworth Schools in one track meet in 1959. Roy Gouchey of Beaverlodge stated in his report that the education public relations committee would set standards for the issuing of teacher merit awards. A suggestion that graduating students interested in education be invited to attend sublocal meetings in the spring was favorably received. It was also decided that school and sublocal news should be submitted every other month to the local newsletter. Future program ideas were discussed.

More about enterprise

Superintendent E. Erickson attended the November meeting of the Buck Lake Sublocal and explained the enterprise project to be undertaken by teacher groups in the County of Wetaskiwin. Each sublocal is to choose one topic of the enterprise program for each grade. A resource unit is to be prepared and later duplicated for distribution among county teachers. "The purpose of the project", Mr. Erickson commented, "is that it should give more direction and continuity to the enterprise program." Copies of resource units formulated by teachers in other parts of the province were distributed for study. Final plans were made for the annual Christmas banquet.

Public relations dance held

Calmar Sublocal members sponsored a public relations dance in the Calmar School auditorium on November 21. Parents and guests were received by Mr. and Mrs. Wm. Stroschein, Mr. and Mrs. Manuel Pyrcz, Mr. and Mrs. Cyril Pyrich, and Mr. and Mrs. Mike Hrehorik. The

divisional superintendent, members of the school board, sublocal members, and Calmar School bus drivers and maintenance staff were introduced. Walter Melnyk entertained the group with several comedy acts during intermission, and lunch was served by members of the Calmar United Church Women's Institute.

Camrose South Sublocal meets

President Frank Featherstone chaired the regular sublocal meeting held in the Edberg School on November 10. A buzz session was conducted on possible program topics, projects, and speakers. A discussion about behavior problems and patterns in the classroom followed the business meeting.

CPR Sublocal reports

The members of the Colinton-Perryvale-Rochester Sublocal held their second meeting of the term in Rochester on November 20. This year's president is J. R. Guedo and Mrs. J. Golonka is secretary. Following the business meeting, the members discussed the code of ethics.

Supper meeting at Dickson-Markerville

Thirteen members and four visitors attended the sublocal's supper meeting on November 13, with W. R. Sloan and Mrs. J. G. Weltz as host and hostess. District Representative D. A. Prescott was in attendance to report to the members. W. R. Sloan showed colorful and interesting slides taken last summer on a vacation trip to Mexico.

Convention discussed at Irma

Chief topic of discussion at the November meeting of the Irma Sublocal was the recent fall convention. Criticisms and comments came from representatives of the primary, elementary, junior high, and high school groups. Many sugges-

tions for next year's program were made. Examples of school art were exhibited following the meeting, and the teachers also had an opportunity to examine literature from embassies, travel bureaus, and commercial companies.

News from Niton

At the November 20 meeting of the Niton Sublocal, a committee of three was named to prepare resolutions for submission to the Edson Local. Discussion followed regarding the Teachers' Retirement Fund. It was decided that films should be ordered as aids for the general themes: English in the high school, and enterprise in the elementary grades.

Worger elected at Northeast Calgary

F. Worger was elected as president when the Northeast Calgary Sublocal held its annual meeting in Crossfield on November 27. Vice-president is Mrs. Eileen I. Blaney, and Mrs. Myrtle Moen is secretary-treasurer. Other executive appointments are Paul Dvorack, sports representative, L. W. Bunyan, interpretation committee representative, and Mrs. Moen, publicity. Regular sublocal meetings are scheduled for the third Thursday of each month.

Peace River Sublocal elects officers

Chester Dahms was elected president for the current year at the first sublocal meeting held in Peace River. Other members of the executive include: Myrtle Nicholson, vice-president; Christina Young, secretary-treasurer; Frieda Polinsky, press correspondent; and Gary Potvin and Ron Seward, councillors. A report on the ATA Conference at the Banff School of Fine Arts was given by Mr. Seward, and S. P. Kellington gave a demonstration on the use of the eye span trainer. Districts covered by the sublocal are: Peace River, Nampa, Marie Reine, and Reno.

Opinion survey conducted at Red Deer

At the regular meeting of the Red Deer City Local, D. G. Downey of



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Chicago presented a questionnaire, "The Task of Education", as part of a survey being conducted by the University of Chicago and the Kellogg Foundation to ascertain the opinions of various public groups concerning the objectives of education. The resolutions committee reported on three resolutions to be presented to the Annual General Meeting. Copies of a report on further research done on report cards were distributed by C. E. Yeomans.

Stony Plain-Spruce Grove considers resolutions

The regular monthly meeting of the sublocal was held in the Winterburn School on November 18. Councillors A. Stecyk and G. Carmichael reported on the last local executive meeting and two resolutions concerning salaries were considered by the sublocal members. One was approved. A resolution regarding the salary agreement was passed by the sublocal for presentation to the local, and two resolutions respecting pen-

sions were also approved for local consideration. The sublocal accepted with regret Mr. Carmichael's resignation as councillor and elected W. Willing to fill the vacancy.

Election results for Vulcan

Officers for the local were elected during the meeting held at the Calgary District Convention in October. They are: Fred Cartwright, president; Mrs. Ruth Fath, vice-president; Ethel Underdahl, secretary-treasurer; and Mrs. M. L. Todd and Don Yeomans, councillors. The regular meeting on November 26 dealt with five electoral ballots and reports on the Banff Conference by Miss Underdahl, regarding the new salary agreement by V. Wellman, and regarding work of the convention committee by G. L. Todd. Local meetings have been held for the past two years in the Vulcan High School. This year, they will be rotated among the different schools in the county.

SUMMER SESSION 1959 University of Alberta

The Summer Session Announcement will be available for distribution about January 15, 1959. If you wish to receive a copy at that time, please complete the form below and mail it to—

Dean, Faculty of Education or Registrar, University of Alberta

Request for Summer Session Announcement

Please send me a 1959 Summer Session Announcement and registration forms.

Name (print in full): Mr.
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If you are a woman and have been married recently, kindly give your maiden name here

SPECIAL NOTICE

Teachers who plan to register for courses in the Faculty of Education for the first time since 1945 should make immediate application to the Dean for a special information sheet concerning documents required before their registrations can be accepted.

THE ATA NEWS BEAT

Area briefing schools

Four meetings on Saturday, November 29 completed this fall's series of area briefing schools. Locals of the Calgary District met at Drumheller with H. C. McCall and L. A. Sagert. Representatives of Central Eastern Alberta locals met in Vermilion with C. T. DeTro and Lars Olson, and in Camrose with W. W. Neder and H. J. M. Ross. The meeting in Edmonton for groups in the Edmonton City geographic area was conducted by A. D. G. Yates and W. G. Roberts.

Conference and committee meetings

The ATA Curriculum Committee met in Barnett House on November 24. ATA President Inez K. Castleton chaired the meeting. Reports from representatives on the various curriculum committees and examination boards were discussed and arrangements were made for preparing reports to the Annual General Meeting.

Mrs. Castleton and F. J. C. Seymour attended the Western Conference of provincial teachers' associations in Vancouver from November 25 to 27. Presidents and secretaries of the Manitoba Teachers' Society, the Saskatchewan Teachers' Federation, and the British Columbia Teachers' Federation were also in attendance. Subjects discussed included the briefs presented to the Royal Commissions on education in Manitoba, Alberta, and British Columbia. Manitoba delegates reported on legislation arising out of the Commission's interim report. Other matters discussed included salaries, staff development schools, national seminars, and business of the Canadian Teachers' Federation.

R. M. Dobson, T. Murray, T. F. Rieger, and W. R. Eyres attended the meeting of the General Curriculum Committee held in Edmonton on November 28.

Mrs. Inez K. Castleton, H. J. M. Ross, F. J. C. Seymour, and W. R. Eyres represented the Association at the Coordinat-

ing Committee meeting on December 10. This committee includes representatives of the Department of Education, the Alberta School Trustees' Association, and The Alberta Teachers' Association. Matters discussed included proposed amendments to *The School Act* and resolutions advanced by the ATA and the ASTA.

Edmonton conciliation board

The dispute between the board of trustees of the Edmonton School District and the Association acting on behalf of the teachers employed by the board was referred to a three-man conciliation board sitting in Edmonton commencing Tuesday, December 2. Hearings continued for five days through Saturday, December 6. Argument will be completed on December 15. Representing the Association were P. M. Owen of the Association's firm of solicitors, F. J. C. Seymour, W. Astle, W. G. Roberts, and S. G. Deane.

Sub-examiners' pay

J. D. McFetridge met with the Minister of Education on December 3 to discuss sub-examiners' pay. The Minister advised that the Department of Education is prepared to offer an increase in the per diem subsistence allowance for those who teach at centres outside Edmonton and its suburbs and who must take up temporary residence in the Edmonton area during the term of their employment as sub-examiners, chairmen, or vice-chairmen. The allowance would be increased from \$4 to \$7 per day. There will be no change in the rates of pay.

Other meetings

✓ November 20, Mrs. Castleton, H. J. M. Ross, R. F. Staples, and W. R. Eyres met with the Minister of Education to discuss pension matters.

✓ November 22, H. J. M. Ross and E. J. Ingram attended the Central Eastern Regional Conference in Hardisty.

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Please state special fields of competence (e.g. Educational Psychology, Art, English, Music, Science, Physical Education, etc.) and send copies of academic transcripts, details of teaching experience in the public schools and at college level, letters of recommendation, and a recent photograph to

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- ✓ November 24, J. D. McFetridge attended a conciliation meeting in Ponoka in the matter of the Ponoka dispute.
- ✓ November 27, J. D. McFetridge attended a meeting of the Calgary Suburban Local regarding electoral ballots and the Montgomery School District dispute.
- ✓ December 1 and 2, W. R. Eyres discussed the operation and record system of the BCTF Credit Union in Vancouver.
- ✓ December 2, E. J. Ingram met with the Bonnyville Sublocal on public relations matters.
- ✓ December 3, W. R. Eyres addressed a sublocal meeting at New Sarepta on pension matters.

Extra-Class Activities

(Continued from Page 8)

The emphasis should be upon the development of leadership, fellowship, service, and social competence. Student planning, execution, and appraisal should characterize the activities under competent and interested adult leadership. Consideration should be given to the carry-over value as well as the present ones in evaluation.

Certain basic principles should govern the operation of all clubs and activities. They can be briefly stated as follows.

- Membership should be opened to all qualified students. After a student has met the qualifications, whether skills, academic achievement, conduct, service or otherwise, he should have no fear of being blackballed in a school in our democracy.
- Clubs should be expanded when interest and membership merits such increase. Good clubs are sometimes ruined by becoming too large. Selection as to the particular group should be on a fair and equitable basis.
- Certain activities should not be subsidized or supported at the expense of others.
- Membership should not be forced. Drop those which no longer serve.
- Each group should feel a responsi-

bility toward school improvement. It is a good procedure to ask each group at the end of each year what they did to make their school a better place than it was when the year began. Groups should never be permitted to lose sight of the need for service to the school which gives them rights and privileges.

■ Extra-class activities should be considered a part of and not apart from, the rest of the program of the school; they should be related in quality, general objectives, and the evaluation program of the school.

■ Each club or activity should be considered as important as any other in purpose and meeting certain needs of adolescents. They should differ only in scope and type but not in importance. If they are permitted, they should be important and recognized as such.

■ All faculty members should participate in the degree and manner in which their talents and leadership qualifies

them. The burden should not rest upon the few.

■ School board members and parents should periodically be invited to appraise these activities and be asked to make their position clear in the matter of financial and moral support. Parent and school board endorsement are essential to support the leadership in the individual schools relative to extra-class activities.

■ Extra-class activities should be considered part of the guidance program which seeks to discover and bring out the highest quality of academic and social achievement on the part of each student. They should serve to give identification, feeling of belongingness, peer group association, adventure, and fun, and to strengthen desired ideals and attitudes.

The need for extra-class activities was never greater than at present. They should serve to bolster high standards

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Office Hours, Barnett House

The Executive Council has ordered that, commencing the first of January, 1959 Barnett House, head office of The Alberta Teachers' Association, will be closed on Saturdays. Regular office hours will be 9 a.m. to 5 p.m., Monday through Friday, excepting holidays. Teachers may make appointments (by letter or telephone) with staff officers for Saturday morning.

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Best Wishes for the Christmas Season and the New Year.

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The ATA Magazine

Q & A

OUR READERS WRITE

◆ What supervision is required of a teacher in hallways, lunchrooms, playgrounds, etc.?

The duties of a teacher are outlined in Section 368 of *The School Act* and in the *Revised General Regulations of the Department of Education* (Order-in-Council 1724/52). Within the hours of the school day, excluding the noon hour, a teacher's duties could properly include some supervision of hallways, basement, playrooms, and playground. In a multiple-room school, the organization of such supervision is usually done by the principal in consultation with the staff (see section 13(b) of the regulations). When students attending the school come in school vans, it is the responsibility of the teacher to remain on the premises so long as pupils under his charge are present or until relieved by some responsible person. The usual practice is that his supervisory responsibility is rotated among members of the staff or is assumed by the principal or vice-principal. Neither the school board nor the principal can require a teacher in a multiple-room school to supervise during the noon intermission. The *Revised General Regulations of the Department of Education* state that the board is responsible for arranging with the staff for such supervision of pupils as may be considered necessary, upon such terms as may be agreeable to both parties.

◆ What rights does a classroom teacher have when her principal criticizes her rudely in front of pupils?

She has the rights of a member of The Alberta Teachers' Association. Refer him to the *Code of Ethics*, articles 1, 4, and 15, and invite his apology and a guarantee that such boorish and unprofessional behavior will not occur again.

◆ Is it permissible for female teachers of elementary grades to associate with high school boys out of class?

This is a question of judgment. Common sense provides the answer. You will have enough troubles without adding to them.

◆ What is the constitution of The Alberta Teachers' Association?

The Alberta Teachers' Association is established by *The Teaching Profession Act*, 1935, as amended, and is governed in accordance with the provisions of that Act together with the General By-Laws of The Alberta Teachers' Association.

◆ What is the procedure for changing a by-law?

Any local association, or the Executive Council, or the Annual General Meeting may submit a proposed amendment in draft form before May 31. The Executive Council is required to prepare the final draft of the proposed amendment and to instruct the general secretary-treasurer to prepare copies thereof for submission on an electoral ballot form to local associations. The electoral ballot form must be mailed to each local not later than the last day of September. (See by-laws 69, 70, and 71.)

A majority vote of the members present at a general meeting of the local association determines the electoral vote of the local, and the result must be transmitted to the general secretary-treasurer on or before such date as determined by the Executive Council. (See by-laws 72 and 73.)

If a majority of the electoral vote favors the amendment, the next Annual General Meeting shall vote on the amendment and, if a two-thirds majority vote is cast in favor of the amendment, the Executive Council at its next meeting following the Annual General Meeting shall declare the by-laws amended accordingly. (See by-laws 74, 75, and 76.)

In Memory

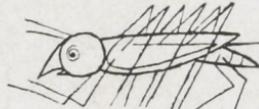
Name	Last Employment	Date of Death
Helen L. Armstrong	Calgary S.D. 19	Oct. 7, 1957
*Margaret J. Baker	St. Paul S.D. 45	Jan. 24, 1958
Eleanor C. Bauer	Westlock S.D. 37	Nov. 10, 1957
Marc Bernard	High Prairie S.D. 48	Aug. 9, 1958
*Alice J. Birch	Lethbridge S.D. 51	Nov. 24, 1957
Betty Bowman	Lacombe S.D. 56	June 24, 1958
*Gunder Brocke	St. Paul S.D. 45	Nov. 21, 1957
*Kate Clark	Calgary S.D. 19	Dec. 29, 1957
*Margaret J. Clunas	Edmonton S.D. 7	June 25, 1958
*Edna F. Coleman	Wheatland S.D. 40	May 23, 1958
*Patrick Gale	Clover Bar S.D. 13	Aug. 15, 1958
*W. K. Gish	Cochrane S.D. 142	Apr. 12, 1958
*Eleanor Goodwin	Jasper S.D. 3063	July 3, 1958
Jennie Hawrelak	Smoky Lake S.D. 39	July 18, 1958
Florence Helene Hegler	Stony Plain S.D. 23	Apr. 5, 1958
*Helen J. Hotson	Rocky Mountain S.D. 15	July 4, 1958
*Sarah J. Howarth	Calgary S.D. 19	Nov. 25, 1957
*G. F. Hustler	Edmonton S.D. 7	July 28, 1958
Evelyn Hutchinson	Wetaskiwin S.D. 36	Mar. 8, 1958
Sylvia M. Isaac	Red Deer S.D. 35	May 24, 1958
*Margaret King	Drumheller S.D. 2472	Oct. 4, 1957
*Janet C. Lineham	Turner Valley S.D. 4039	Feb. 12, 1958
Arthur Beresford McKim	Edmonton S.D. 7	Jan. 6, 1958
James Herman McMillan	St. Mary's River S.D. 2	May 5, 1958
*Beatrice McVey	Banff S.D. 102	Apr. 7, 1958
Nick Makarenko	Smoky Lake S.D. 39	June 6, 1958
Carolyn L. Miller	Bow River S.D. 1059	July 14, 1958
*Patrick O'Connor	Fort Vermilion S.D. 52	Aug. 21, 1958
*Robert L. Reid	Olds S.D. 31	Sept. 6, 1958
*Charles A. Richardson	Calgary S.D. 19	Aug. 18, 1957
Elizabeth S. Ross	Vegreville S.D. 19	Dec. 13, 1957
Vera A. Saunders	Calgary S.D. 19	Apr. 16, 1958
*Frank Speakman	Calgary S.D. 19	Sept. 14, 1958
*John Shaw	Edmonton S.D. 7	May 29, 1958
*Roy G. Thomas	Foremost S.D. 3	May 6, 1958
*Jean Cameron Walton	Edmonton S.D. 7	May 5, 1958
*Albert C. Watts	Edmonton S.D. 7	Apr. 29, 1958
*Thomas C. Wells	Leduc S.D. 49	May 3, 1958
*James O. Williamson	Medicine Hat S.D. 76	Aug. 11, 1958

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